DOCUMENT RESUME

ED 261 344 CS 008 139

TITLE	Staff Development Manual for the Teaching of Reading. Manual Number One.
INSTITUTION	Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE	Aug 85
NOTE	137p.; For related documents, see CS 008 138-142.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Inservice Teacher Education; Instructional Development; *Instructional Improvement; Instructional Materials; Primary Education; Program Development; *Reading Instruction; *Reading Programs; Reading Skills; Reading Strategies; *Staff Development; State Programs; Teaching Methods
IDENTIFIERS	Assistant Teachers

ABSTRACT

The materials in this document, which is to be used for teaching teachers and assistant teachers how to teach reading, are presented in five modules: (1) "Teaching Reading: An Overview for Classroom Teachers and Assistant Teachers"; (2) "Teaching and Reinforcing Word Recognition: What to do When a Child Doesn't Respond Correctly to a Word"; (3) "Understanding the Long and Short Vowel Sounds--A Refresher Session for Assistant Teachers"; (4) "Instructional Techniques for Teaching Vowel Sounds to Primary Students," and (5) "Instructional Techniques and Reinforcement Methods Relating to Consonant Blends." Each module, typically, contains the following: an overview, concepts to be developed, preview questions, follow up activities, the presentation of instructional material, resources used, and appendixes containing materials for student and teacher use. (EL)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED261344

STAFF DEVELOPMENT MANUAL FOR THE TEACHING OF READING

MANUAL NUMBER ONE

TEACHER/ASSISTANT TEACHER

STAFF DEVELOPMENT MATERIALS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John L. Barlow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREPARED AND DISTRIBUTED BY:

BUREAU OF SCHOOL IMPROVEMENT
STATE DEPARTMENT OF EDUCATION
JACKSON, MISSISSIPPI

AUGUST 1985

CS 008 139

STAFF DEVELOPMENT MANUAL
FOR THE TEACHING OF READING

MANUAL NUMBER ONE

TEACHER/ASSISTANT TEACHER STAFF DEVELOPMENT MATERIALS

BUREAU OF SCHOOL IMPROVEMENT

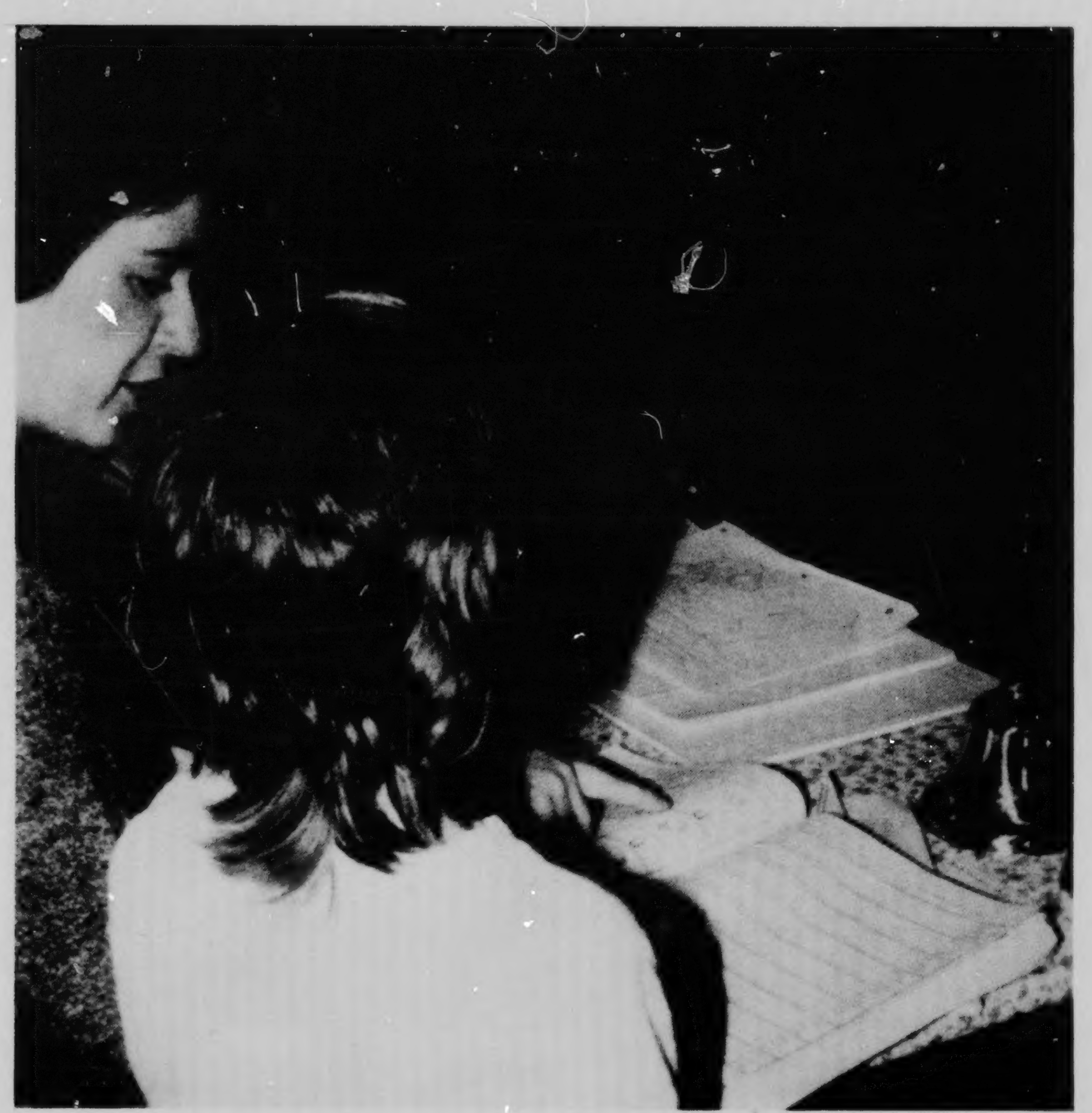
MISSISSIPPI STATE DEPARTMENT OF EDUCATION

ACKNOWLEDGEMENTS

STATE DEPARTMENT OF EDUCATION STAFF

Ralph Brewer, Director, Bureau of School Improvement
Jane Woodruff, Deputy Director, Bureau of School Improvement
Cathy Grace, Early Childhood Coordinator
Peggy Williams, Consultant

Teaching Reading: An Overview For Classroom Teachers and Assistant Teachers



Module I

TABLE OF CONTENTS

Page

Overview 1

Preview Questions 2

Concepts to be Developed 3

Conducting Inservice Training 4

Follow-up Questions 7

Follow-up Activities 7

Appendices 8

  A. Suggested Lesson Format for Workshop Leader 8

  B. Worksheet 11

  C. Number of New Sight Words Introduced at Each Level of Difficulty for Five Basas Series 15

TEACHING READING: AN OVERVIEW FOR TEACHERS AND ASSISTANT TEACHERS

The following information will assist persons in presenting a workshop that will give teachers and assistant teachers an overview of techniques with regard to reading instruction and how those responsibilities may be divided between the two. The intent of the State Department of Education is to provide resource material that would enable a school or school district to provide one or more inservice programs on this topic.

To give participants a chance to assimilate the information, it might be better to develop concepts 1 and 2 in one session and concepts 3 and 4 in a second session.

Enclosed you will find several handouts that may be duplicated for dissemination, preview questions, follow-up questions, and follow-up activities for the inservice session and for classroom use. Please consult the Appendices A-C for information that may be useful in your presentation.

Before beginning the session, the inservice leader should review the information and concepts to be presented. There are suggested activities for each of the concepts presented.

PREVIEW QUESTIONS

1. What is the main purpose for teaching reading?
2. What are the different areas of reading instruction for which the classroom teacher is responsible?
3. What are word attack skills? How are phonic analysis and structural analysis related to word attack?
4. How are most reading programs organized?
5. What types of reading instruction can the assistant teacher handle best?

CONCEPTS TO BE DEVELOPED

1. The most important reason for teaching reading is to make it possible for the student to learn information others want to share with him through writing.

2. Reading is a visual-language process that involves learning sight words, word attack skills, and comprehending.

3. Word attack skills are taught to help the reader figure out an unknown word by himself. Phonic analysis and structural analysis are two of the word attack skills.

4. Most schools organize their reading program around a basal series that includes instruction in sight words, word attack skills (decoding), and comprehending.

5. Positive rewards increase reading achievement.

CONDUCTING INSERVICE TRAINING:

There is a variety of ways that the major concepts outlined on page 3 could be presented to a group of teachers. Each inservice leader will probably want to plan his own format. To facilitate such planning, each concept has been listed with a series of suggested developmental activities below it.

As an additional guide a model lesson plan with a worksheet for the participants is included in the appendices. Worksheets help to insure 100% participation and facilitate conceptual learning.

CONCEPT I. The most important reason for teaching reading is to make it possible for the student to learn information others want to share with them through writing.

BACKGROUND INFORMATION: Too often reading instruction gets bogged down in teaching phonics and sight word learning. Comprehension questions tend to focus on the superficial aspects of the content and the students remain intellectually uninvolved. Teachers should always emphasize that a story or article is being read to learn the information that the author wants to share with them. Learning to read helps a student learn from textbooks, library books, signs, bulletin boards, etc.

All reading instruction should lead to the students wanting to read to learn more about the information they have read previously.

SUGGESTED DEVELOPMENTAL ACTIVITIES TO ASSIST THE INSERVICE LEADER:

1. Select a page from a pupil's reader. Have workshop participants read and tell what they learned. Explore concepts included in the story to see the depth of comprehension. For example: What is tomorrow? What is Japan and where is it located?
2. Develop a three-minute lecture on some factual topic; give it, and then give a five-question quiz. After checking results, ask what might have made it easier for them to learn the information. (This one may generate some hostility if you check answers).
3. Have participants play gossip. See if the information was the same at the end. Point out the advantages of books in presenting the author's original ideas.
4. Develop a display of printed materials such as library books, basal readers, comic books, food labels, signs, encyclopedias, etc.

CONCEPT II. Reading is a visual language process that involves learning sight words, work attack skills, and comprehending the author's ideas.

SUGGESTED DEVELOPMENTAL ACTIVITIES TO ASSIST THE INSERVICE LEADER:

1. Have participants close their eyes and try to read a sentence. Point out the definite role of vision in the reading process.
2. Use a foreign language or Calese (See Appendices A and B, number 3) to demonstrate where first graders with zero sight vocabulary start.
3. Teach participants to read a sentence in Calese or a foreign language. Demonstrate how to teach a sight word in context and then in isolation.
4. Put a word you think no one will know in a sentence, i.e., esoteric, imbroglio, etc. See if the participants can figure it out. List the five word attack skills and have them learn their names.
5. Demonstrate what each word attack skill involves with a sample sentence such as the examples below. The unknown word is underlined. Word attack skills needed: Use of Context, Phonic Analysis, Syllabication, and Structural Analysis:

a. A baby duck can not eat sab.
b. He made a fervid plea for help.
c. The art of elocution is no longer practical.

BACKGROUND INFORMATION: In sentence "a", the reader could get the meaning of "sab" without pronouncing the word (corn, worm, etc.) That procedure is called using context. The reader uses the sentence sense to fill in a word that makes it sound like what someone might say. In many cases, the reader will guess what would make sense, but not produce the exact word or meaning.

He could also guess at the word by using context plus the sound of the first letter, i.e., seeds, sorghum, sap, etc. Again, this procedure produces sensible fill-ins, but not necessarily the exact word. The aforestated procedure, called phonetic analysis, is the system taught by most basal systems. In this system, letter-sound associations are taught in isolation and out of the context of word attack. The 1967-1970 Office of Education Studies show it to be effective in helping readers figure out unknown words.

A third procedure is known as phonic analysis. It involves the student sounding out the word on a letter-by-letter basis. Phonic Analysis will produce the exact name of the word though its meaning may still not be available to the reader. An example of this procedure would be:

1. Look at "s", say /s/. *
2. Look at "a", say /a/.
3. Put the first two sounds together - /sa/.
4. Look at "b", say /b/.
5. Blend them all together - /sab/.

* linguistic system for representing a sound.

In the 1967-70, Office of Education Studies, it was indicated that systems that taught phonic analysis produced readers who were more competent in figuring out unknown words in Grades 1 and 2. There was no difference in comprehension, however.

In sentence "b", by locating the two syllables/fer/ and /vid/, the reader could say the word. If he/she has heard it, he/she will know the meaning. Otherwise, the dictionary will have to be used for getting the meaning. Most reading programs begin instruction in this skill at the high second or third grade level. All basal programs teach readers to pronounce the word before dividing it into syllables. If you can pronounce the word, syllabication is not needed. Rules relating to division/patterns, assigning vowel sounds and accents, should be taught using unknown words from higher basal levels or with nonsense words. Instruction for fifteen minutes a day, over a school month will produce mastery of syllabication.

In sentence "c", the word is made up of the prefix e, which means put, the suffix (-tion), which means the act of; and the Latin root, locu - which means to speak. The literal meaning of elocution is the act of speaking out. Structural Analysis as a word attack skill involves locating prefixes, suffixes and roots, assigning meaning to them and developing a literal meaning. Most reading programs introduce this skill at third grade difficulty level and continue adding to it through sixth grade difficulty level. In first and second grades, compound words, contractions, and the -ed suffix for past tense designation are usually dealt with. Many basal programs refer to instruction in the aforestated areas as Structural Analysis. In most cases, time would be saved by teaching plurals and past tense words as additional sight words.

6. Take a story from a first or second grade book. Make up five comprehension questions with at least one being a detail or fact question, one a main idea question, and one an inference question. Let each participant answer questions; check to see the level of agreement. Discuss the major purpose for reading again and ask what was learned.

7. Pull out some key concepts from the story. Explore the participants' depth of knowledge in relation to the concepts. For instance, one series begins with animals such as panda, rabbit, and insects such as the bee and grasshoppers. What do they really know about these? At second grade level, telephones, telegraph, hot air ballons, and Navajo Indians are included. What do the participants really know about these? Point out the need for developing key concepts in helping with comprehension.

8. Use this sentence:

The half-life of an Uranium 298 atom is .000000001 of a second.

Ask the participants to explain the meaning of the sentence after reading it. Discuss losses of comprehension due to a lack of conceptual experience.

CONCEPT III. Most schools use a basal reader program that involves instruction in sight words, word attack skills, and comprehending.

SUGGESTED DEVELOPMENTAL ACTIVITIES TO ASSIST THE INSERVICE LEADER

1. Find out what basal series the school or system is using. Make up chart (see Appendix C) of each level of series and show the number of new words introduced at each level. Stress the organization of basal for building a sight vocabulary and reading at increasingly difficult levels.

2. Develop reading skill scope and sequence chart for first and second grade levels - showing the sequence and frequency of practice of each skill. Show participants how to use in planning instruction.

3. Go over the parts of a daily basal lesson plan. Review each part and show how each part is related to one or more of the three areas of reading instruction.

4. Have the participants bring their basal teacher's manuals to the workshop.

   a. Show how the different parts of the daily plan can be divided between teacher and assistant teacher. Stress comprehension building in Part II as the major part of classroom teacher. (see Appendix B, work sheet model, for suggested division).

   b. Review some of the games suggested for teaching sight words and letter-sound associations.

CONCEPT IV. Positive rewards increase reading achievement.

SUGGESTED DEVELOPMENTAL ACTIVITIES TO ASSIST THE INSERVICE LEADER:

1. Demonstrate the positive procedure for teaching a sight word with a sentence containing an unknown word.

Sentence: Knowing how to skin a polecat is esoteric knowledge.

Procedure:
- a. Have participant skip the unknown word.
- b. Say, "Look at the unknown word. That word is es o ter ic. Now you say it". Then say, "Good".
- c. Now read the sentence again. Say, "Great". "You read it fine that time".

2. Role Playing

   a. Repeat demonstration above but instead of telling the word, berate them for not knowing it or badger them into trying to figure it out for themselves. Make negative statements such as: "No, that's not right!", "Remember your rules, what's the matter with you?" "You can do better than that!"

   b. Have participants divide into groups and in 2 minutes think of all the ways to say "that's good". Then develop a composite list.

   c. Ask participants to recall what teacher they liked best. Ask them to write down those things that were characteristic of their best-liked teacher. Discuss.

FOLLOW-UP QUESTIONS

1. What are the three areas of reading instruction for which you are responsible? How is each developed?
2. What parts of the daily lesson plan are best handled by the assistant teacher?

FOLLOW-UP ACTIVITIES

1. Furnish materials to be used by assistant teachers in constructing games appropriate for the basal series being used.
2. Have demonstration by an exemplary teacher-assistant teacher team of a planning session that divided up the parts of a basal lesson.
3. Have teachers make cassette tapes of students using phonic analysis or structural analysis to figure out an unknown word.
4. Have teachers make a list of words from the advanced levels that would be suitable for phonic analysis practice or structural analysis practice and let the assistant teachers use them when practicing with groups.

APPENDIX A

Suggested Lesson Format for Workshop Leader

The purpose of this workshop is to review with you the main purposes for teaching reading, the areas of instruction for which a reading teacher is responsible, and the types of reading activities assistant teachers could help implement. Make sure all teachers and assistants work as a team and have a worksheet (Appendix B) and their basal teacher guides as this plan is based on their use.

I. ACTIVITY FOR ESTABLISHING MAIN PURPOSE FOR TEACHING READING: (Appendix B).

To begin the discussion, Say: Look at No. 1 on your worksheet (Appendix B). I'm going to give you oral directions to follow. I will repeat them only once. Directions (Rather Fast):

1. Put an X in the middle of the circle.
2. Draw a line from top to bottom.
3. Draw a line perpendicular to that one.
4. Draw a box at the end of that line.
5. Draw a small circle in each quadrant.

Check to see how many were able to remember the instructions. Ask: What would have made it easier for you to follow directions?

Explain the following: Primitive cultures could give information to each other only in face-to-face situations. Usually the wiseman of the tribe was the storehouse of tribal knowledge and his students learned by listening. Until the 20th Century, printed books were too expensive for everyone to have.

In our schools today, the student is expected to learn by listening to the teacher and reading his textbooks, library books, encyclopedias, reference books, newspapers, and a variety of other printed materials. Books are written so the author can share information with the reader. Our job is to teach the student to read well enough to read all the books needed for learning what the school system wants learned and to allow the student to pursue personal learning.

Find No. 2. It is blank. Write what I have said is the main purpose for teaching reading. (Give 1 min.) Did you write: "to help the student learn information others have to share with him."

What do we mean when we say "read"? Although we can't describe fully what happens when a child reads, we can describe the behaviors that make up what we call reading. The best way to show you how a child learns to read is to have you go through the same process. Close your eyes and read No.3. Did you have trouble reading No. 3? Obviously, we begin to read by having our eyes look at the print. Children who have binocular problems have trouble seeing the print clearly.

Now, read No. 3 with your eyes open. You can see the symbols, but what do they say? This sentence is written in Calese - a language unknown to you. Your sight vocabulary is now the same as a child who comes to first grade unable to read.

Now, let's learn to read Calese. Point to each word in No. 3 and read the sentence with me: (I can read). Now, read it by yourself. In addition to having your eyes look at the print, you have to be able to say the name of each word, and to give meaning to the whole sentence. You can see why we say that reading is a visual -language process. Even when we can see the print, unless we know what the symbols say and mean we can't read them. Do you know what the sentence means now?

Look at No. 4. What is word a? Word b? Word a is road; word b is read. In order for a child to read fluently, he must have a sight vocabulary. We say that a sight word is a word you know the name and meaning of as soon as you see it, either in the context (setting) of a printed sentence or by itself, such as in No. 4. When you "know" a word, you can call its name wherever you see it and can read it upside down. Look at No. 5. Read the sentence. Turn the paper upside down and sideways. Can you read it from any direction?

Did you have trouble with any of the words? With the meaning of the sentence? How many of you do not know the last word? There are at least 6 different ways you can try to figure out the word. The easiest way is for me to teach you the word as a sight word. Look at it. Say it after me. poi ko lo ther' mal. Now, reread the sentence. What does it mean? It means "able to adjust to environmental temperatures". The first point of No. 5 is that reading breaks down when we can see the word, but don't know its name or meaning. The second point is related to the procedure for teaching sight words. Most reading teachers agree that the word should be taught in a sentence setting (context) before it is practiced in isolation.

Do you think you will know the word tomorrow? The true test of whether a word is a sight word is whether its name and meaning can be remembered 24 hours later. There has to be sufficient practice (repetition of having the child look at the word and say its name) for the student to say the word within 1/10th - 1/100th of a second without stammering or getting any help from the teacher.

Knowing a word as a sight word means knowing its name and meaning. If you try to teach lists of words without meanings, you will find that the comprehension scores of your students will still be below average on your achievement tests.

In addition to getting the instructor or someone else to tell you the word, you could try to sound it out letter-by-letter (17 letters would leave you hoarse), or find the syllables and say them, or apply what you know about snakes and thermal and assign some meaning to the word. The last procedure would be a combination of use of context and structural analysis. When a word is sounded out letter-by-letter, that process is known as phonic analysis.

All of the above named skills are known as word attack skills. The purpose for giving instruction in the word attack area is to help the student learn to figure out words for himself. In every lesson, involving word attack, the teacher should make sure the children learn the purpose for learning word attack skills.

Look at No. 6. Mark the reason for teaching word attack skills. Did you mark a? If you did, you are right. There are five categories of these skills - use of context, phonic analysis (named phonetic analysis by some), syllabication, structural analysis, and the use of glossary or dictionary.

Look at No. 7. Fill in the blanks to complete the names of the word attack skills. (Instructor will review).

Look at No. 8. No. 8 has a sentence made up of first grade sight words. Can you read it? Is there a word you don't know, possibly s-a-b? If you followed the procedure most basal series teach, you would read the sentence, look at the first letters of the unknown word, and guess what it might be.

Let's go over the procedure for sounding it out. Look at s, say /s/*. Look at a, say /a/, put the first two sounds together, say /sa/. Look at b, say /b/, put them all together, /sab/. /Sab/ is a nonsense word that could mean corn, gravel, etc.

* - slash marks mean say the sound.

Teaching phonic analysis involves sounding out a word and learning all the letter sound associations needed to do so. All of the letter-sound associations can be taught in 90-100 days if you will organize a sequence and teach the associations on a daily basis. Phonic Analysis is best taught to students reading at least at the 3rd level of the first grade program.

Look at No. 9. Read the sentence there. The underlined word, if it were known, could be figured out by syllabication or structural analysis. "Importation" is a derivative made up of a Latin root + a prefix + a suffix. Im- is the prefix meaning into; Write "P" over "im"-. Prefixes are meaning parts added to the beginning of words. On No. 9, find -ation, meaning the act of. Write "S" over -ation. Suffixes are meaning parts added to the end of the word. Find port, the Latin root meaning to carry. About 60% of our American English words are derived from Latin. If you put all the meaning parts together, you will get: "the act of carrying into" for the meaning of the word importation. There are about 20 prefixes, 28 suffixes, and 60 Latin and Greek roots that should be incorporated into a sequence to help readers figure out unknown words by structural analysis. The above-named content can be used for word building activities - a way, verified by research, to build meaning vocabulary in a small amount of time.

Look at No. 10. Fill in the name of your basal reader system and the number of books in the first grade level. Most reading programs in Mississippi are organized around what is known as a basal reader system. Various companies produce a series of pupil readers accompanied by workbooks, teacher guides, tests, and a variety of other materials.

Every 5 years, the state textbook commission accepts the recommendations of a governor-appointed reading textbook selection committee and adopts 7 basal systems the schools can buy to use. Each school system lets a local committee select 1 or more of the 7 basal reader systems to be used locally. Each school in the local district is expected to use the locally adopted series.

Look at No. 11. Five of the 7 basal series are supposedly for average and above average readers. The other 2 are for below average readers.

The basal system is named for the company that produces it. Put a check next to the basals you school uses.

Look at No. 12. Fill in the blanks to make true statements about your basal system. (Give 1-3 mins.) Let's go over the answers. In the "a" sentence, readiness and eighth are missing. In "b", you should have put 6-8 as the number. In "c", the answer is 2. In "D", pre-primer. In "e", the number you put there will vary. It should be: (See chart attachment in appendix).

The level of difficulty a book represents is directly related to the number of sight words the child has had to learn before he can master the level, plus the number of new words introduced at the next level. The number of new words introduced at the primer level in five of the series varies from 148 to 235. Knowing how many new words are introduced at each level should help you decide how fast to go through the level. In a group setting, five new words a day may be enough to introduce. If a student can only learn 5 words a day it would take him 47 school days to go through a primer with 235 new words in it.

Find No. 13. There are many different types of materials, tests, etc. that can be bought with a basal series. Working together put a check next to the ones you have available in the school. Everything listed would be helpful if a school could afford it. Find a catalog for your basal series later and see what might be available to your school.

Look at No. 14. Fill in the blanks there to review the 3 main areas of reading instruction in Grades 1 & 2. Did you write sight vocabulary, comprehension, and word attack?

Look at No. 15. Fill in the blanks to show the two main types of materials needed to teach a daily lesson in a basal series. Did you write guide and reader? A teacher's guide and pupil readers are needed to hold a daily lesson.

Look at No. 16. The names of each section of the daily basal lesson varies from series to series. Write the name of your first part. On No. 16, read what the first part develops. Many of the series give context sentences to help the teacher develop the new sight vocabulary before the pupils read. If no sentences are given, some should be made up.

Another part of Part I is the development of conceptualizations. Do you know what a tuktamara is? How do you explain 1983 to children? The comprehension of the story content is related to the understanding children have of its major concepts. Much time should be spent in developing this aspect of the lesson. Collecting pictures, objects, etc may be something the assistant teacher could do to help the teacher prepare for concept development. (Instructor will want to give other illustrations).

Look at No. 17. Write the name of the second part of your daily basal lesson. Read the summary of what this section attempts to do.

Look at No. 18. Read the sentence story and each question underneath. Make up another example of each type.

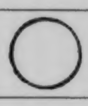
Look at No. 19. Write the name of the third part of your basal plan. Read the summary of the activities usually included. (Instructor may want to expand information given).

Look at No. 20. Write the name of the 4th part of your basal plan. Read the summary of activities usually included. Part IV is most important. Follow-up reading should be generated with every story if the main purpose for teaching reading is to be carried out.

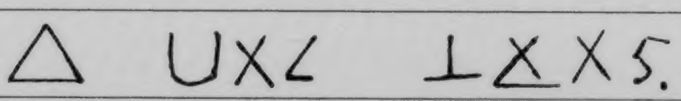
Look at No. 21. Read the suggested division of duties for teaching a daily basal lesson. (Note major teacher responsibilities. Many assistant teachers do not know how to select comprehension questions for Part II. They should not be asked to exercise para-professional judgement in this area.) Point out, particularly, the games suggested by the teacher's guide. Provide samples or materials for making them.

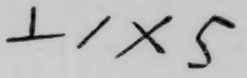
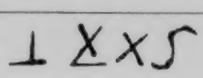
Look at No. 22. Another aspect of teaching has to do with your ability to give emotional support to your students. Fill in the face to show what students respond to best. Did you put on a smile? Students do better when the teacher rewards them for their "good" reading behavior. Fill in the three blanks to indicate the best type rewards. Did you put praise, free time, and good grades? Telling them their answer is correct is rewarding also. Badgering, saying, "no, that's not right", ridicule, paddling, and bad grades all lower achievement. Good reading-teaching is a combination of expert instruction and a positive relationship with the students.

APPENDIX B
Worksheet

No. 1 

No. 2

No. 3 

No. 4 a.  b. 

No. 5 A snake is poikolothermal.

No.6 The purpose of word attack skill instruction is:

_____ a. to help the child figure out words for himself

_____ b. to teach him about letter-sound associations

No. 7

a. use of ______________

b. ______________ analysis

c. syllab ______________

d. structural ______________

e. use of ________ /dictionary

No. 8 The baby duck can not eat sab.

No. 9 The importation of oil has affected our economy.

No. 10 Name of your basal reader: ______________________________

No. of books in first grade level: ______________________________

No. 11

Average-Above Average Readers	Below Average Readers
Ginn 721	Economy's Keytext Series
Harcourt-Brace	Scott Foresman's Open Highways Series
Houghton-Mifflin	
Holt Rinehart & Winston	
MacMillan	

No. 12

a. A basal reader system is a set of pupil readers graded in difficulty level from________ to ________ grade level.

b. There are________ books in the first grade level.

c. There are________ books in the second grade level.

d. After the readiness book, the next three levels of pupil readers are known as ________.

e. To move to the primer level, a first grade reader must already know ________ words.

No. 13

________ placement tests
________ pre-tests
________ teacher's guides
________ ditto practice sheets
________ games
________ supplementary readers
________ filmstrips
________ mastery tests
________ workbooks
________ word boxes

No. 14 sight ________ compre ________ word ________

No. 15 Teacher's ________ pupil ________

No. 16	Part I. a. introduce new sight words b. introduce and develope new conceptualizations such as: tuktamara, planet, tomorrow, 1983
No. 17	Part II. Comprehension Development: Pupils read the story orally or silently. Teacher asks questions before they read and after they read. Questions supposedly develop 3 main comprehension skills - reading for facts or details, getting the main idea, and making inferences.
No. 18	Sentence Story: The fat, gray cat chased the mouse into the hole under the house. Detail Question: What color was the cat? Main Idea Question: What was happening? Inference: Where were the cat and mouse?
No. 19	Part III. Additional practice with sight words, word attack and comprehension skills using ditto pages, workbooks, or blackboard.
No. 20	Part IV. Follow-up reading, more ditto sheets or workbook pages, enrichment activities such as: writing stories, singing songs, etc.

No. 21

	Assistant Teacher Can Take Care of:		Teacher Takes Care of:
a.	introducing new sight words	a.	making sure student is reading at the right instructional level
b.	follow-up practice for sight words	b.	developing new conceptualizations prior to story being read
c.	introducing ditto or workbook pages, going over directions, working several examples	c.	developing Part II of daily lesson plan
d.	checking work	d.	introducing all new word attack content
e.	giving individual help	e.	selecting and reviewing, with assistant teacher, the practice and follow-up skill sheets to be used after Part II is finished
f.	making games and using them for sight words and word attack practice	f.	checking mastery tests to see if students are ready to go to the next level
g.	giving word recognition tests to see if words at a level have been introduced		

No. 22

Rewards to Give For "Good" Reading Behavior:

P ____________________

Free ________________

Good Gr ______________

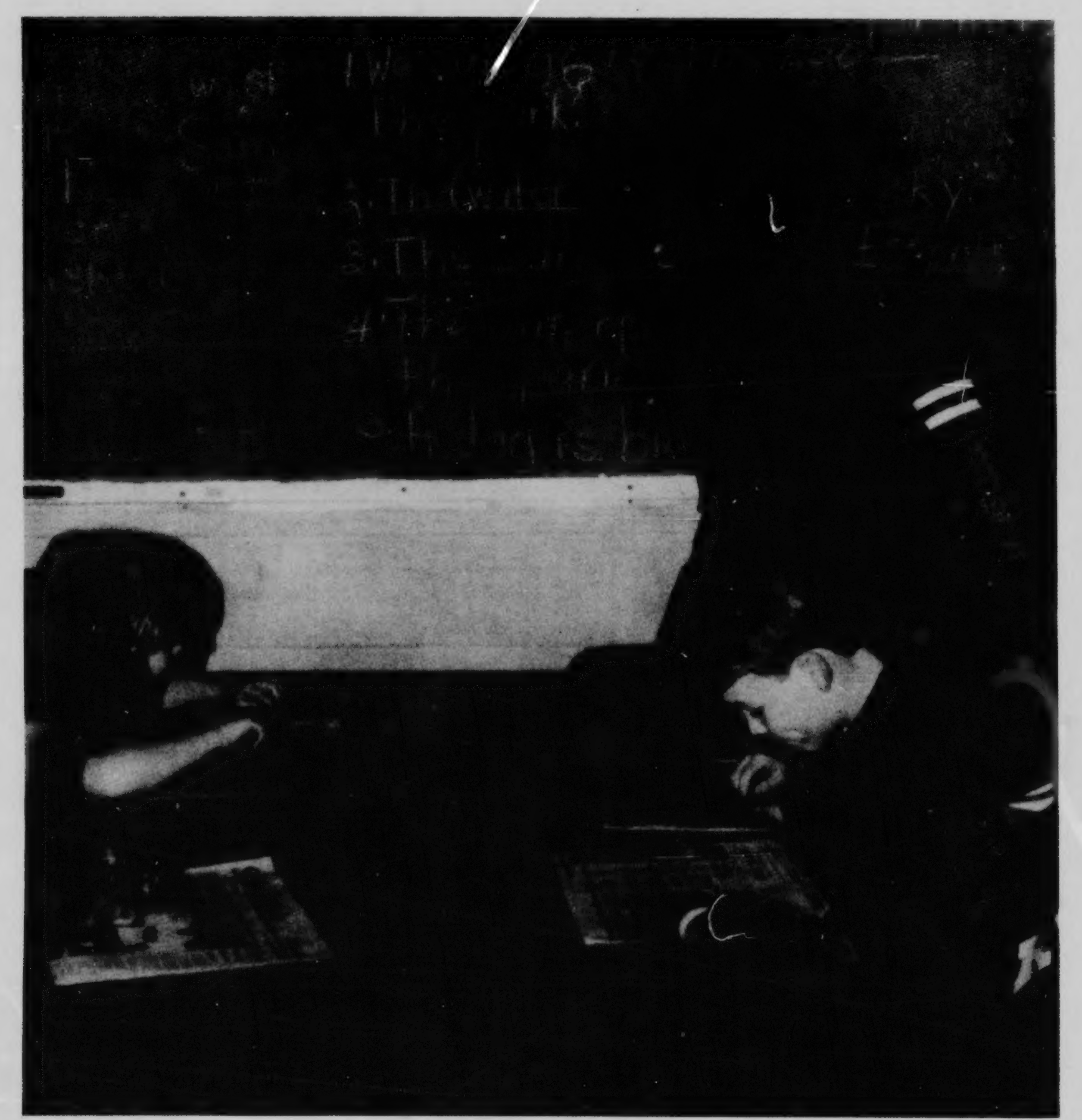
Feedback on Accuracy

APPENDIX C

Number of New Sight Words Introduced at Each
Level of Difficulty for Five Basal Series

Level	Ginn 720 (1976)	Harcourt (1979)	Holt (1973)	Houghton-Mifflin (1976)	MacMillan
Readiness 1	0	0	0	0	0
Readiness 2			15	17	7
Pre-primer 1		37	32	28	18
Pre-primer 2	38	44	33	56	19
Pre-primer 3	34	42	37	100	22
Pre-primer 4			23		
Primer 1	46	153	163	206	148
First	245	170	250	316	249
2^1 (first half of second)	534	272	495	378	315
2^2 (second half of second)	810	341	770	378	355

Teaching and Reinforcing Word Recognition: What To Do When A Child Doesn't Respond Correctly To A Word



Module II

Developed By:

Dr. Martha Chambless
Dr. William Earl Smith
University of Mississippi

TABLE OF CONTENTS

Page

Overview 1

Concepts to be Developed 2

Preview Questions 3

Follow-up Questions 3

Background Information 4

Presentation 5

  Definition and Plan for Teaching Basic Word Recognition 5

    Developing Sight Words 5

    Use of Context Clues 7

    Use of Phonics 9

    Structural Analysis 13

  Definition and Procedures for Using Instant Error Correction 16

Resources Used 17

Appendices 18

  A. A Basic Sight Vocabulary of 96 Irregular Words 18

  B. Types of Context Clues 19

  C. Guidelines for Teaching Phonics or Structural Analysis 20

  D. Steps in Instant Error Correction 21

  E. Practice in Classifying Words According to Word Recognition Clues 23

  F. Instant Error Practice Activity 24

  G. Checklist for Supervisor 40

OVERVIEW

A. Staff Development Objectives

The material in this unit has been prepared to teach teachers and assistant teachers how to teach and reinforce basic word recognition in reading. Directions for helping children to become independent in word recognition is also presented. As a result of this training, the participants will be able to assist children in mastering the basic word recognition strategies used by readers, and will have a structured plan for directing them to apply the most useful strategies when practicing oral reading. Following the training session the participants will be evaluated by a designated supervisor through the use of a checklist.

B. Target Population

This staff development unit is designed for teachers and assistant teachers who teach beginning reading. However, all elementary teachers could benefit from this instructional unit since reading is involved in all subject matter areas.

C. Approximate Time Required

The unit will require five sessions of one to one-and-one-half hours each. The sessions are entitled: developing sight words, use of context clues, use of phonics, use of structural analysis, and instant error correction.

D. Materials Needed

The following materials should be collected for use in the staff-training unit:

1. Manual for training director
2. Handouts from Appendices
3. Materials required for all demonstrations (see manual)
4. Plain index cards for participants
5. Felt tip pens for participants
6. Chalkboard space or chart paper for participants

E. Challenge to Training Director

Much of the success of this staff development will depend upon the positive atmosphere established by the training director and on the reinforcement given to the participants during the practice activities. The demonstration activities are equally critical and must be practiced by the director in advance.

For maximum success the director must be familiar with the content of the manual and be adequately prepared to present the information to teachers and assistant teachers.

CONCEPTS TO BE DEVELOPED

The concepts to be developed in this inservice session include:

A. There are four basic areas of word recognition which (when mastered) provide children with the ability to recognize words correctly. These four areas are:

1. recognition of sight words
2. context clues
3. phonics
4. structural analysis

B. A sight word is a word that is immediately recognized. Teachers and assistant teachers must be able to correctly select sight words and teach children to instantly recognize them.

C. The utilization of context clues in word recognition involves the use of surrounding information to identify a word. Teachers and assistant teachers can teach children to use information from semantic clues, syntactic clues, and picture clues in recognizing words.

D. The use of sound-symbol relationships in recognizing words is called phonics. Teacher and assistant teacher should be able to recognize phonic elements (consonants, vowels, and combinations of each) and should have a strategy for teaching sound-symbol relationships to children.

E. Structural analysis is used when a meaningful part of an unknown word is recognized and used to identify the word. Teachers and assistant teachers should be familiar with the types of structural analysis that would aid in word recognition and should know how to teach them.

F. In order to develop independent readers, children must be encouraged to use word recognition clues they have mastered. Teachers and assistant teachers should have a well defined strategy for directing children to use the appropriate clue when faced with an unknown word. This can be accomplished through a procedure called "instant error correction."

PREVIEW QUESTIONS

1. What are the four basic word recognition skills?
2. Define a sight word.
3. What are context clues?
4. Define phonics.
5. Define structural analysis.
6. How can a teacher or assistant teacher help a child who does not correctly respond to a word?

FOLLOW-UP QUESTIONS

1. What is the most appropriate way to select and teach sight words?
2. How can children be taught to use context clues (semantic, syntactic, and picture clues)?
3. What are the phonic elements and how should they be taught?
4. How can children be taught to use the structure of a word to aid in word recognition?
5. What steps should be followed to help a child become independent in word recognition (instant error correction)?

BACKSGROUND INFORMATION

Most authorities agree that growth in the ability to recognize words in print is basic to learning how to read. The other necessary reading skills cannot be developed until the child "knows" some words or has a basic reading vocabulary.

In beginning reading the meaning of the word being pronounced must be understood. In order to have an understanding of the concepts being read, a child must have developed an adequate listening and speaking vocabulary. Many children enter school with more than adequate listening and speaking vocabularies. In fact, some children come to first grade with an impressive reading vocabulary. As reading instruction begins, however, each child's reading vocabulary expands.

With this challenge in mind we must have a definite understanding of what must be mastered in order to develop a good reading vocabulary. This must include all those strategies and abilities a child must acquire in order to be able to recognize words rapidly and independently while reading. There are four basic areas of word recognition that you should be familiar with. After defining each, a strategy for teaching and/or reinforcing it will be described. Worksheets for handouts are included in the appendices for duplication. In addition, a systematic plan for teachers and assistant teachers to follow to help children develop independence in word recognition is described.

PRESENTATION

This information is for the session leader to use in a combined lecture-participation format.

There are four basic areas of word recognition that you should be able to define, teach, and reinforce. These areas enable children to become succcessful and independent readers. They include recognition of sight words, use of context clues, use of phonics, and structural analysis. A systematic strategy for guiding students to use word recognition, once introduced, is also imperative. Let's first look at a definition and teaching startegy for each area. Then a specific plan for encouraging its use will be described.

Definition and Plan for Teaching Basic Word Recognition

DEVELOPING SIGHT WORDS: A sight word has been defined as a word that is immediately as a whole and doesn't require the use of word analysis. (Example - SCHOOL) This must, however, include an understanding of the meaning of an instantly recognized word. The first problem in learning to read is that the child must know some words.

NOTE TO PRESENTOR: Use the following example to show the importance of the connection between a child's oral vocabulary and his ability to learn the word by sight.

Example: The indefeasible and repathic customs of insabulation have been highly resistant to innumerable endeavors to modify them.

Say, "Notice how much easier you could read the second line. What made the difference in the two lines? Did your visual memory of sight words help much in the first line? Not very likely, since indefeasible is a word that isn't commonly used and both repathic and insabulation are Nonsense words. In the second line, though, your sight vocabulary most likely helped you a great deal."

The point is this: to become a skillful reader, a person has to acquire a large reservior of sight words. But how is a sight vocabulary acquired? Basically, by frequent exposure. Of course, meaningfulness determines the amount of exposure that is necessary, but children must be exposed to words over and over again. Now this leads to two important questions: 1) What words are worthy of frequent exposure?, and 2) What techniques can the teacher or assistant teacher use to provide frequent exposure?

First, even though no specific list can be agreed on, there seems to be a consensus among authorities in the field that sight words should be selected on the basis of: 1) their high utility value (Example -the, and), 2) their irregularity in terms of letter-sound relationships (Example-eight), 3) their common occurrence in the speaking vocabularies of children (Example-Smurf).

Dolch, Johnson, Fry, and many others have developed word lists that include words that have high utility, are irregular and occur in children's speaking vocabularies. However, teachers are extremely frustrated when attempting to choose the "right" list. Due to the nature of reading instruction and the increased emphasis on phonics instruction at the beginning of most basal reader programs, the prepared word lists are obsolete for some purposes. Therefore, it is recommended that you use the word list from your basal reader series (found in the teacher's manual), the irregular word list **(A Basic Sight Vocabulary of 96 Irregular Words, Appendix A)**, and individual lists developed from your children's speaking vocabularies.

So now we've come to the problem of how to help children develop a sight vocabulary. That is, what techniques can the teacher use? In a very practical sense, one of the techniques is simply that of having children read (with guidance) the stories and informative passages in basal readers and other reading materials. In basal readers, for example, the authors have purposely provided for frequent exposure to common words. In the primer of one series, for instance, the word "see" is introduced in the first "story" on the first page. It is repeated five times in that story and thirty-two times in the rest of the book; and this includes neither the times it is repeated in the workbook nor the times it will be repeated by the teacher. Not all of the common words are repeated this often. But since so many of the words are repeated frequently in instructional materials, it is often not necessary to provide special lessons on sight words for all of the children.

If a child is having trouble remembering words, particularly irregular ones, he definitely needs some guided practice or direct teaching of them.

The following five steps are recommended for helping children who need practice on sight words:

1. Introduce the word: Print the words on the chalkboard, on flashcards, or on cutouts. Introduce the words and have the children repeat them.
2. Discussion: After the words have been read orally by the assistant teachers and repeated by the children, discuss the words and relate them to the lives and experiences of the children. If, for example, the word is pet, ask the children about their own pets or one they would like to have.
3. Use the word: Ask the children to use the words in sentences. This is done orally.
4. Practice the word in isolation: Use flashcards or cutouts and have the children read out each word as you expose it for a second.
5. Practice the word in context: To ensure that positive transfer takes place, have the children read the words in context. Present the words in sentences written on the chalkboard, on sentence strips, on charts, or in sentences in their books. NOTE TO PRESENTOR: This may be disseminated to participants.

NOTE TO PRESENTOR: At this point you should demonstrate to the group the steps for teaching a sight word.

Example: 1 Present the word card for "house." Say, "This word is house. Read it with me--house."

2. Ask, "What is a house? What kind of house do you live in? What color is your house? etc. What kind of house does a bird (or other animal) live in?" Continue discussing the meaning of the word.

3. Say, "Tell me a sentence using the word house."

4. Present the word card to the participants (children) and allow each the opportunity to read it.

5. Present the sentence, "The little bird is in its house," and ask them to read it. Have the sentence written on the chalkboard or on a sentence strip.

Then distribute an index card to each participant, ask them to choose a partner, and direct them to practice the role of the teacher or assistant teacher as he/she would follow the steps for teaching a word by sight. The partners should each take a turn assuming the role of the teacher/assistant teacher while the other one represents the child (student). They may select a word to teach from the Basic Sight Vocabulary list (Appendix A handout).

END OF FIRST SESSION

USE OF CONTEXT CLUES. Since it is not practical to teach all words by sight, we must help children look for clues either within or surrounding an unfamiliar word. The utilization of context clues as a word recognition strategy is nothing more than the use of surrounding information to identify a word. For example, read the following sentence and look for clues surrounding the word parrot that would aid in its correct pronunciation. (hear, harsh call, colorful, cage)

Example: We could hear the harsh call of the colorful parrot that was missing from its cage.

Actually, readers using context clues rely on three kinds of information for making decisions about unknown words; semantic, syntactic, and picture clues. Semantic clues involve making use of the meaning of words in phrases, sentences, or combinations of surrounding sentences. Using semantic clues requires use of prior knowledge and experience as well as the reader's speaking and listening vocabularies to predict unknown words. In using syntactic clues the reader utilizes his intuitive knowledge of language its patterns to look at the position and function or grammatical fit of an unknown word in order to make logical predictions as to its pronunciation. Pictures, drawings, graphs, and other forms of illustration serve as graphic extensions of the printed word and can aid the reader in pronunciation, comprehension, and interpretation.

Goodman found that first grade readers were able to read 62% of the words they had missed on a list when these same words occurred in the context of a story. Second graders correctly read 75% missed in isolation, and third graders got 82% of the words they had missed in isolation. Other researchers report that readers are often surprised to discover that words they thought were unfamiliar when presented in isolation were actually known when viewed within their contexts.

Every time the teacher asks a child whether a particular word makes sense in a sentence, he is teaching contextual analysis. However, to strengthen and clarify this skill, specific activities (teaching activities) need to be planned. These activities should be designed to help the children see that a particular word "makes sense" in a sentence when it meets two criteria: 1) the word fits grammatically with the rest of the sentence, and 2) the word fits semantically with the rest of the sentence. The concept of "grammatical sense" or word order can be gained intuitively by children without using formal terminology such as nouns, verbs, adverbs, and adjectives. Generally all first graders need are four types of decoding experiences - one for each of the four major parts of speech.

a. For nouns they would need sentences such as this one to work with:

The __________ is here. (paper, swims, quickly, clown, sleepy)

The teacher would ask the children to select from a set of words those words which could and could not fit in the blank. One would also have the children think of other words that could fit in the blank.

b. For adjectives, the teacher should make use of sentences like this one:

That thing is very ________ . (funny, boy, slowly, ripe, heavy, eat, cats)

c. For verbs, sentences like this would be suitable:

I __________ here. (am, dog, happily, eat, sad, sleep)

d. And for adverbs, you might use a sentence similar to this one:

The boys play __________. (fast, John, lucky, noisily, rough)

As mentioned earlier, a particular word makes sense in a sentence when it is grammatically correct and when it fits in a meaningful way with the rest of the sentence. For helping children with semantic clues you need to use sentences that are not so open-ended. For instance, this sentence would not be good because too many words would have meaning.

I __________ here. (live, swim, man, lucky, jump)

However, this sentence would offer enough semantic context to limit the choice to one word.

John looked at his house and said, "I __________ here." (live, swim, man, lucky, jump)

In order to help children become skilled in recognizing and using the contextual clues available in sentences the following exercises may be useful.

a. Oral games-Example: A teacher or assistant teacher can ask, "Who can finish this sentence? We often watch fireworks on the fourth of__________." (July)

b. In complete sentences with choices-Example: Bill__________ his toy airplane in the yard. lost, baby, friend (lost)

c. Incomplete sentences with blanks-Example: The children liked the__________ of the clown. (pictures)

d. Nonsense words in sentences-Example: On her tenth snorkab Sally had a skating party. (birthday)

e. Close selections—Example:

BIRDS ARE FRIENDS

Most birds are our friends. Birds help people in__________ ways. Birds eat many __________ insects. Birds also eat __________ and mice. Some birds __________ kill snakes.

Many birds __________ pretty songs. Every bird__________ the mockingbird has its __________ song. The mockingbird copies __________ mocks the songs of__________ birds. (any sensible answer is correct)

As you listen to a child read, encourage him to read the entire sentence before attempting to derive the pronunciation of the unknown word. If he uses a meaningful substitute (Example: dog for pet) allow him to finish the passage before calling attention to the error. This will allow comprehension of the selection to be complete. Then point out the sentence in which there was an error and ask him to think of another word that would make sense there. Call attention to the specific words in the sentence that will offer either semantic or syntactic clues in correctly pronouncing the word. NOTE TO PRESENTOR: This may be disseminated to participants.

NOTE TO PRESENTOR: Distribute the handout entitled **Types of Context Clues (Appendix B).**

Direct the participants to complete the exercise by filling in the blanks with words that would make a sensible sentence. In both examples the reader is focusing on meanings in context rather than on simply combining letters and sounds. It is important for teachers and assistant teachers to see how this process is used when they direct children to think of a word to fill in a blank (or attempt an unknown word) to make a sensible sentence.

At this point you should demonstrate to the group the procedure for teaching and/or reinforcing context clues. The example given for you is using Exercise C listed above (incomplete sentences with blanks).

Example: Write the following sentence on the chalkboard:
Betty went to the store and __________ her mother a present.

Ask the group to read the sentence and think of a word that could be used in the blank to make a sensible sentence. Tell them that the words went, store, and present all give the reader clues as to the correct choice. Ask them to read the sentence and insert their choice in the blank.

END OF SECOND SESSION

USE OF PHONICS. Although the term phonics is generally understood by teachers and prospective teachers, a specific definition may be useful. Phonics deals with the sound-symbol relationship in words when pronouncing them. Since the total phonics system for the English language contains about 165 rules and forty-five major classes of exceptions, no elementary school child could be expected to master the system. Therefore, phonics instruction concentrates on giving children a fairly close approximation of the sound of an unfamiliar word. When this approximation is placed in the context of a sentence the child will most likely be able to correctly read the word. It is also important to emphasize that the decoded word (decoded through the use of phonics) should be in the child's oral vocabulary. This prevents meaningless word calling and poor comprehension. Also, when teaching phonics always refer to the sound that is represented by a letter rather than saying this letter says ______________. Letters don't say anything, but they do represent sounds. Both the teacher and the assistant teacher should consistently use this terminology.

NOTE TO PRESENTOR: This information should be disseminated to participants.

Since teachers cannot teach what they do not know, they must learn the content of phonics before they can communicate phonics to children. The following information gives a very simple overview of phonics elements and generalizations. There are two groups of letters that must be understood when using sound-symbol relationships in word recognition. They are consonants and vowels.

a. Consonants are all the letters of the alphabet except a, e, i, o, and u. The letter w is a vowel when it is combined with another vowel, as in "bow", and y is treated as a vowel when it appears at the end of a syllable. Consonant sound-symbol relationships are relatively stable but are sometimes affected by other letters in a word.

1) Single consonants: Consonant sounds should not be pronounced in isolation because they become distorted unless used with a vowel. For example, the sound represented by d pronounced alone is likely to become /duh/. If the word dad were sounded letter by letter the results would be: /duh-a-duh/.

There are some consonant letters that on occasion do not represent a sound. They include k (knee), w (write), g (sign), l (lamb), and b (lamb).

The consonants c and g each represent two diffferent sounds which are called hard and soft sounds. The hard sound of these letters is made in the back of the throat. Example: Hard c (cat) Hard g (games) The soft sound represented by c is like the s sound and the soft sound represented by g is like the j sound. Example: Soft c (city) Soft g (gym)

2) Consonant blends: Consonant blends are made up of two or three consonants that represent blended sounds. For example in the word blue the letters bl represent sounds that are blended and include each letter's sound. Common blends include: bl, cl, fl, pl, br, cr, pr, tr, sm, st, scr, spr.

3) Consonant digraphs: Consonant digraphs are two consonants together that represent only one sound. In the word church, the ch represents one sound. The common consonant digraphs are ch, th, sh, ph, gh, ng, nk, and wh.

b. Vowels are the letters a, e, i, o, u, and sometimes y, and w. The letter y is treated as a vowel when it is not at the beginning of a syllable. The letter w functions as a vowel when it follows a vowel in a syllable. In contrast to the consonants, vowels represent many different sounds depending on its position in the word and the other letters with it.

1) Short vowel sounds: Teachers and assistant teachers must become very familiar with the short sounds represented by vowel letters. Pronounce the following words and hear the sound represented by each vowel:

a: can
e: red
i: sit
o: nod
u: pup

In different regions of the country and in different social and educational classes speech variations will be noticed. Since the short vowel sounds are particularly subject to variation, you should accept those commonly used by the children in your area.

In decoding (sounding out a word), the short vowel sound would be the first sound to try if there is a single vowel in a closed syllable, which is a syllable that ends with a consonant sound. We refer to this pattern as the vc or cvc pattern.

vc cvc
(Example: it, red)

However, there are many exceptions to this application. In fact, it may be useful only 62% of the time according to Clymer. Teachers and assistant teachers must be aware of the exceptions and teach children to be flexible. Make sure that children know that the short sound would be the first sound to try in the vc or cvc pattern, but that it is not always appropriate.

In order to help children associate the sounds with the short vowel letters, you should first make an auditory-visual association and reinforce it. Many teachers find it useful to choose a word beginning with the short vowel sound to help children make the auditory-visual association. Examples include:

/a/: apple
/e/: engine
/i/: Indian
/o/: octopus
/u/: umbrella

2) Long vowel sounds: The long vowel is represented by the speech sound similar to its name. The following generalizations suggest that children first try the long sound of the vowel when decoding a word.

a) cv pattern-A single vowel at the end of a one-syllable word is usually long (cv). Similarly, open syllables in words often have the long sound represented by the vowel. However, multisyllabic words are not as consistent in this as one-syllable words.

b) vc$_e$ pattern-In words with the spelling pattern vowel-consonant-final e (vc$_e$), the first vowel represents the long sound and the final e is silent.

c) vv pattern-When there are two adjacent vowels in a syllable, the first usually represents the long sound and the second is silent. (This does not apply to vowel diphthongs or vowel digraph exceptions such as au, aw, oo, and ew.)

3) Vowel diphthongs: Diphthongs are two adjacent vowels representing a special sound made with a change of mouth position in the middle of the sound, as if gliding from one sould to another. Examples of diphthong sounds include oi(oil), oy(boy), ou(out), and ow(now).

4) R-controlled vowels: Vowels followed by the consonant r are usually changed by the sound they represent are neither long nor short. Examples are ar(car), or(short), er(her), ir(sir), and ur(fur).

C. Syllabication is a third area of phonics that must be understood. Before phonics can be applied to an unknown multi-syllable word, it must be divided into syllables. The sound that a letter represents often depends on its position in the syllable. There are visual clues (consonant-vowel patterns) that help in syllabication when trying to use sound-symbol relationships in decoding. These include:

1) vccv pattern-When two consonants appear between two vowels the word is usually divided between the consonants. However, consonant digraphs cannot be divided and are treated as one consonant. (Example: num-ber) Then apply the vowel sound according to the vowel pattern in each syllable.

2) vcv pattern-When one consonant occurs between two vowels, try dividing so that the second syllable begins with the consonant. This division results in an open syllable (a syllable that ends with a vowel sound) and the vowel would represent its long sound. (Example: ho-tel) According to researchers, however, the percentage of utility of this generalization is not high. Therefore, if the resulting sound-symbol application does not yield a familiar word another pattern must be tried. This pattern (cvc) places the consonant with the preceding syllable which results in a closed syllable (a syllable that ends with a consonant sound) and the short sound is represented by the vowel letter. (Example: sal-ad)

3) vc$_{le}$ pattern-In words ending in one consonant plus le, the consonant and the le make up a syllable. (Example: ta-ble)

4) vcc$_{le}$ pattern-If a word has two consonants preceeding the le ending, divide between the consonants so that the second consonant plus le still form a syllable. (Example: sad-dle)

Available research does not support any one technique of teaching phonics as the best. In addition, there is no conclusive evidence as to the exact sequence or timing that is superior. Therefore, the method presented in this instructional unit is only one of the several acceptable approaches to phonics instruction. It does adhere to sound psychological principles of learning and is commonly used in the reading curriculum.

Six basic steps may be used to teach any of the phonic elements. The optimal procedure may vary slightly according to the particular skills being presented and the amount of reinforcement needed. The recommended steps are:

1. Select four to six words that are consistent in the application of the skill to be taught.
2. List the words on the chalkboard and direct the children to look at them and listen to your pronunciation of the words and/or explanation of the word part.
3. Direct the children to identify the application of the skill by leading them to make a generalization about how the words are similar.
4. Give the children an opportunity to use the words in sentences.
5. Ask the children to supply other words in this category.
6. Reinforce the generalization through activities or exercises.

Through self-discovery (directed by the teacher), the children make an auditory-visual association between the letter and the sound represented by it. The teacher must direct the desired association and clarify or fill in any necessary details. Opportunities for practice and review must be provided until the auditory-visual association becomes automatic. These exercises must provide success or be immediately corrected to reinforce mastery.

NOTE TO PRESENTOR: Demonstrate the following lesson for teaching the sound represented by the letter s. This sample lesson can be adapted to teaching the various phonic elements.

1-2. List the following words (use words from the children's sight vocabulary, if possible) on the chalkboard. In teaching the auditory-visual association for this letter, use words that are consistent with the s sound being taught. Do not use words beginning with a blend or digraph such as "store" or "shore".

see
sun
said
sock

3. Say: "Look at these words. Do you see anything that is the same in them?--What is the same?--Yes, they all begin with the same letter. We call this letter s."

Say: "Listen while I read these words to see if you hear a part that sounds the same.--(Read words aloud.)--Did you hear a part that was the same?--Yes, they all begin with the same sound."

4. Say: "Tell me a sentence about the word "see". (Continue with all words in list and write them on the chalkboard or chartpaper).

5. Say: "Now, what other words can you think of that begin with the same sound?--Yes, "sit", "silly", "Sam" all begin with the same sound. Let's write them here with the others." (Write new words on chalkboard.)

6. You must then reinforce the name, symbol, and sound represented by the letter s through exercises such as these.

a. Mount pictures of objects beginning with the s sound, the b sound and the m sound on 3x5 index cards. (Assume b and m have already been mastered). Cover three cigar boxes with contact paper and label with each letter (s,m,b). Say: "Sort these picture cards into the boxes labeled according to the consonant letter that represents its beginning sound."

b. Write run on the chalkboard. Erase the r and substitute s. Say, "This word is run. If we change the beginning letter s, what word do we have?--Yes, the word is now sun." Substitute as many initial consonant letters as the group has learned for the sound-symbol relationship.

At this point, distribute copies of **Guidelines for Teaching Phonics or Structural Analysis (Appendix C)** and have the participants work in pairs to plan a phonics lesson for teaching the speech sound represented by the br consonant blend. They should write out their plan so be sure to provide paper for them.

END OF THIRD SESSION

STRUCTURAL ANALYSIS. The fourth area of word recognition refers to the ability to identify known, meaningful parts in an unfamiliar word. Very simply, structural analysis consists of looking at words to see how they are constructed. Like contextual clues, structural analysis has the advantage of providing the child with clues to the meaning of the unknown word. In structural analysis, the significant unit is the morpheme (the smallest portion of a word that has meaning). Morphemes may be whole words, prefixes, suffixes, or inflectional endings. For example, the word walked has two morphemes: walk and ed. Morphemes are divided into two classes, free morphemes and bound morphemes. Free morphemes can stand alone. Examples of this type are boy, go, and red. They are complete by themselves. Bond morphemes, on the other hand, must be attached to another form. They include prefixes, suffixes, plurals, and inflectional endings. Examples include: re-, -ed, -tion, and -s.

There is not complete agreement among authorities as to exactly which elements and generalizations in structural analysis should be taught in the elementary school. Most authorities, however, suggest that the following criteria be used when deciding what to teach 1) the frequency of occurrence of the structural form; 2) the ease with which the learner can identify the form; 3) the value of the element to the development, speed, and independence in word recognition; and 4) the recommendations of the basal reader series used for instruction. In the primary grades emphasis is usually given to compound words, prefixes, and suffixes.

a. Compound words: One of the easiest structural elements to learn and apply is compounding. A compound word is made up of two free morphemes. The following types of compound words appear in many first grade materials: cowboy, into, fireman, milkman, and snowman. When first graders have these root words in their oral vocabularies, they can discuss the reasons for combining the small words and can gereralize that the pronunciation of the roots is maintained.

b. Prefixes: A prefix is a bond morpheme which is combined with a free morpheme. Knowledge of the most common prefixes will help children in unlocking many new words. Children learn that when a prefix is added to a word they know, the meaning of the word is changed or altered by the meaning of the prefix. For example, unhappy means not happy.

The following prefixes have the highest utility and are recommended for teaching to children:

ab (from)
ad, ap, at (to)
be (by)
con, com, col (with)
de (from)
dis (apart, not)
en, em (in)
ex (out)
in, im (in, into)
in, im (not)
ob, ot, op (against, away, from)
pre, pro (before, in front of)
re (back)
post (behind)
super (over, above)
trans (across)
sub (under)
un (not)

c. Suffixes: A suffix is also a bound morpheme that is combined with a free morpheme. Since many suffixes in English have multiple meanings, their usefulness in word recognition is sometimes questionable. Therefore, the following suffixes are suggested to be the most appropriate for instruction in the early grades since they are fairly common and have a relatively consistent meaning.

s	doors, calls, girl's, hosts
es	boxes, hostesses
ed	called, cried
ing	calling, diving
er	softer, drier
est	softest, driest

In addition to these inflectional suffixes there are other structural units that may serve as a pronunciation aid to young readers. The decision as to when these word elements should be taught should depend on when they occur in the basal reader program used by your school rather than on any preplanned order. Among the more commonly used suffixes in this category include:

er, or, ist, ion (performer of)
tion, sion (art of)
ry, ty, ity (conditions of)
al (pertaining to)
ence, ance (state of)

ble, able, ible (capable of being)
ment (result of, act of)
ful (full of)
man (full of)
otis, eous, ious (like, full of)
ly, y (in manner of)

In the teaching of these structural units, two major categories can be identified:

1) The addition of a suffix to a root word without altering the root word. Example: walk-walking; help-helpful

2) The addition of a suffix to a root word requiring a change of the root. This requires additional understanding for children and includes emphasis on the following principles:

a) When a root word ends in a single consonant preceded by a single vowel, the final consonant is usually doubled when adding a suffix beginning with a vowel. Example: hop-hopped

b) When a root word ends in e, the e may be dropped before adding an ending beginning with a vowel. Example hope-hoping

c) When a root word ends in y, preceded by a consonant, the y is usually changed to i before the suffix is added. Example: hurry-hurried

d) When a root word ends in f or fe (in which the e is silent), the f sometimes is changed to v before the suffix is added. Example: calf-calves

NOTE TO PRESENTOR: This information should be disseminated to participants.

In presenting an instructional activity on any of the structural analysis units mentioned - compound words, prefixes and suffixes, it is recommended that an inductive approach be used. Most basal reader series use this approach to instruction. The following steps (same as for teaching phonics) may be used in planning the activity for teaching a structural analysis skill:

1. Select four to six words that are consistent in the application of the skill to be taught.
2. List the words on the chalkboard and direct the children to look at them and listen to your pronunciation of the words and/or explanation of the word part.
3. Direct the children to identify the application of the skill by leading them to make a generalization about how the words are similar.
4. Give the children an opportunity to use the words in sentences.
5. Ask the children to supply other words in this category.
6. Reinforce the generalization through activities and/or exercises.

NOTE TO PRESENTOR: Demonstrate the following lesson for teaching the prefix un. This sample lesson can be adapted to teaching suffixes or roots.

1-2. Write these words on the chalkboard.
unhappy
unkind
unlikely
uncommon

3. Say: "Look at these words. What do you notice about all of them that is the same?--Yes, they all begin with the prefix un. Listen while I read the root words" (Read happy, kind, likely, common).
Say: "Does the meaning of the root word change when we add the prefix un?--Yes, what does un mean?--Yes, un means not and when added to the word happy changes it to not happy."

4. Say: "Tell me a sentence using unhappy." (Continue with all words in list).

5. Say: "What are some other root words that we could add the prefix un to?--Yes, unabridged. (List all words on chalkboard or chart and elicit sentences using each.)

6. Present the following activities to reinforce the word structure presented above.
   a. Construct a prefix chart and have the blanks completed. Example:

Prefix	Prefix meaning	Root	Whole word	Sentence
un	________________	____	____________	_________
pre	________________	____	____________	_________

   b. Distribute the following sentences. Have the underlined word changed by adding the prefix un, pre, or dis (assume pre and dis have already been mastered.
      1) It is true I am 12 years old. ______________
      2) I go to school. ______________
      3) I like going to the movies. ______________
      4) The decision of the coach seemed fair. ______________
      5) Billy wanted to view the film. ______________
      6) I agree with the coach's decision. ______________

END OF FOURTH SESSION.

B. Definition and Procedures for Using Instant Error Correction - What to do when a child doesn't respond correctly to a word.

As the teacher or assistant teacher listens to children read orally, he/she must make a decision about how to help children with unknown or mispronounced words. There are several alternatives- tell the child the word, tell the child to look the word up in the dictionary, or direct the child to the appropriate word recognition clue. Obviously, the first two choices are inappropriate. Supplying the child with the correct word only makes him dependent upon the teacher/assistant teacher for word recognition. Looking the word up in the dictionary is even more inappropriate as a word recognition aid for young readers. Therefore, it is strongly recommended that an organized system for directing the child to the word recognition clue that would be most useful in unlocking that particular word be used. This approach gives the child a sound plan for becoming an independent reader. The following steps should be learned and practiced by the teacher and the assistant teacher when they observe that a child is having difficulty with the correct pronunciation of a word. (Distribute copies of **Steps in Instant Error Correction, Appendix D.**)

1. Point to the misread word and say, "Read this word."
2. If the word is correctly pronounced continue with the reading of the selection.
3. If the word is mispronounced or omitted a second time determines what word recognition clue would be appropriate in unlocking the word.
   a. Would context help? If so, point out the words in the story that would help the child figure out the unknown word. Ask what word would make sense in this place.
   b. Would phonics help? If so, ask the child to sound the word.
   c. Would the structure of the word aid the child? If so, point out the root word, then its prefix or suffix. Have the child read the parts of the word, then blend them together. If the root word has undergone a change, be sure to point that out to the child.
   d. Should the unknown word be taught as a sight word? If none of the above clues would help the child, then teach the word as a sight word. A condensed version of teaching the word by sight should be used. Say, "This word is ." Always ask the child to re-read the entire sentence that the unknown word is found in after you have completed the above steps. This will help him to get back into the context or meaning of the selection.

NOTE TO PRESENTOR: Distribute copies of **Practice in Identifying Which Word Recognition Clue to Use (Appendix E).** Direct the participants to complete the exercise and discuss the appropriate responses. Divide the group into teams of two. Each team should be made up of a partner A and partner B.

Then hand out copies of the **Instant Error Practice Activity**, Partner A (Appendix F) to half the participants and the **Instant Error Practice Activity**, Partner B to the other half of the group. Go over the directions, then read the sample of the child's oral reading. Go over the response that the teacher or assistant teacher should make to each of the reading errors. Example: house/houseboat-structural analysis clue (direct child to look at two root words, then blend into a compound word.) live/lived-structural analysis clue (direct child to look at root word, then ed ending, ask how root word was changed when ed was added). sister (omitted)-context clue (direct child to read the last part of the sentence and look for words that will help him to recognize the unknown word).

Ask the participants to read together sample #2 of the child's oral reading. They should now be ready to role play the part of the teacher/assistant teacher and the child. Go over the directions for each partner and observe as they complete the activity.

END OF FIFTH SESSION

Resources Used

Alexander, J. Estill (General Ed.) Teaching Reading. Boston: Little, Brown and Company, 1983.

Karlin, Robert. Teaching Elementary Reading - Principles and Strategies. Atlanta: Harcourt Brace Jovanovich, Inc., 1980.

Spache, George D. and Evelyn B. Reading in the Elementary School. Boston: Allyn and Bacon, Inc., 1977.

Reid, Ethna. Teacher Training Workbook - Teaching Spelling Skills. Salt Lake City, Utah: Cove Publishers, 1978.

Clymer, Theodore, et. al. The Dog Next Door and Other Stories. Lexington, Massachusetts: Ginn and Company (Xerox Corporation), 1979.

Appendix A

A Basic Sight Vocabulary of 96 Irregular Words

a
again
almost
always
another
any
anything
are
been
because
both
brother
brought
buy
city
come
could
do
does
dog
done
don't
door
enough
father
four
friend
from*
full
give
goes
gone
great
group
have
head
heard
house
knew
know
light
live
long*
many
might
money
mother
Mr.

Mrs.
night
nothing
of
off*
on*
once
one
only
other
our
own
people
put
right
said
says
school
should
some
something
sometimes
the
their
there
there's
they
they're
thought
through
to
today
together
two
very
want
wanted
was
water
were
what
where
who
work
would
year
you
your

*Words with an asterisk will be considered regular or irregular depending upon one's dialect.

Appendix B

Types of Context Clues

Directions: Read each sentence in exercise A and B. Then reread the sentence and think of a word that could be placed in the blank to make a sensible sentence. In exercise A identify the form of the word used in the blank.

A. Syntactic clues:

1. I can ______________ that car. (verb)
2. Don't put your feet ______________ the table. (______)
3. Whenever I wear my best______________ , it always rains. (______)
4. The ice made the drink ______________ . (______)
5. I like pie______________ I like ice-cream even better.(______)
6. Her ______________ were still at school. (______)
7. Try to walk______________ so as not to bother him.(______)
8. ______________ bottle broke when it fell. (______)

B. Semantic clues:

1. The tire on the car is flat.
2. Whenever I take an______________ . it never rains.
3. He has a black and______________ mark on his leg.
4. They have one ______________ and two cats.
5. I'm so tired that I can hardly______________ for bedtime.
6. There is no elevator so you'll have to climb the ______________ .
7. I only ______________ my plants when the soil is dry.

Appendix C

Guidelines for Teaching Phonics or Structural Analysis

1. Select four to six words that are consistent in the application of the skill to be taught.

2. List the words on the chalkboard and direct the children to look at them and listen to your pronunciation of the words and/or explanation of the word part.

3. Direct the children to identify the application of the skill by leading them to make a generalization about how the words are similar. Some suggestions which might be used to help children identify characteristics necessary for making the generalizations follow. Not all of these are appropriate for all generalizations.

    a. Ask children to read the words.

    b. Ask children to identify and name letters that are the same.

    c. Ask children to identify and name letters that are different.

    d. Ask children to listen for sounds that are the same as you/they read the words.

    e. Ask children to spell and read each word.

    f. Ask children to read parts that are the same. (This applies to prefixes and suffixes and roots.)

4. Give the children an opportunity to use the words in sentences.

5. Ask the children to supply other words in this category.

6. Reinforce the generalization through activities and/or exercises.

Appendix D

Steps in Instant Error Correction

Step 1. Point to misread word and say, "Read this word."

Step 2. If the word is correctly pronounced continue with the reading of the selection.

Step 3. If the word is misread or omitted a second time, determine what word recognition clue would be most appropriate for unlocking the word.

a. Would context help?

b. Would phonics help?

c. Would the structure of the word aid the child?

d. Should the word be taught by sight?

Step 4. After determining the clue for correctly pronouncing the word use the appropriate strategy for directing the child to use the clue.

a. Context clue: Point out the words in the story that would help students figure out the unknown word. Ask what word would make sense in this place.

b. Phonics clue: Ask the student to sound the word.

c. Word structure clue: Point out the base word with its prefix or suffix. Have students read the parts of the word. If the base word has undergone a change, be sure to point that out to the student.

d. Sight word: When none of the above are appropriate treat the word as a sight word. Say, "This word is ______________."

Appendix E

Practice in Classifying Words According to Word Recognition Clues

Directions: For each word below identify the appropriate word recognition clue that would be most helpful in pronouncing the word correctly. Place the number of your choice on the line provided.

Code:

1. A structural word
   a. a prefix is added
   b. a suffix is added without changing the root word
   c. a suffix is added and the root word is changed
   d. a compound word
2. A phonic word
3. A sight word
4. A word in which context is helpful. (This clue cannot be used in this exercise since the words are not used in sentences.)

List:

face ____________
cream ____________
shaving ____________
other ____________
sometimes ____________
smile ____________
about ____________
school ____________
day ____________
birthday ____________
brothers ____________
stars ____________
steps ____________
bookstore ____________
toy ____________

places ____________
playground ____________
side ____________
making ____________
sick ____________
friends ____________
outside ____________
glad ____________
knew ____________
Bozo ____________
woods ____________
lumbering ____________
onto ____________
sawmill ____________
someday ____________

workers ____________
dear ____________
instruments ____________
lights ____________
schoolwork ____________
grandmother ____________
mailbox ____________
sitting ____________
first ____________
rooster ____________
maps ____________
higher ____________
coming ____________

KEY

Practice in Classifying Words According to Word Recognition Clues

face	2
cream	2
shaving	1c
other	3
sometimes	1d
smile	2
about	2
school	2
day	2
birthday	1d
brothers	1b
stars	1b
steps	1b
bookstore	1d
toy	2
places	1c
playground	1d
side	2
making	1c
sick	2
friends	1b
outside	1d
glad	2
knew	3
Bozo	3
woods	1b
lumbering	1b
onto	1d
sawmill	1d
someday	1d
workers	1b
dear	2
instruments	1b
lights	1b
schoolwork	1d
grandmother	1d
mailbox	1d
sitting	1c
first	2
rooster	2
maps	1b
higher	1b
sights	1b
boats	1b
coming	1c

Appendix F

Instant Error Practice Activity

Partner A

Directions: You should be working in pairs. One of you should have a copy of Instant Error Practice Activity, Partner A, and the other should have the Partner B copy of the activity. Partner A will assume the role of the teacher/assistant teacher first while Partner B will be the student. Halfway through the activity you will reverse roles.

Partner A (teacher/assistant teacher) will follow along as Partner B (student) reads aloud and makes the errors marked on his/her copy. As errors are made, Partner A will follow the steps in instant error correction to guide the student to the use of the appropriate word recognition clue.

So that you can play the role of the student in this activity, we will practice making errors while reading two sample selections. The training director will read the first selection aloud. A discussion will follow on how the student should be guided to the appropriate word recognition clue. All participants will read the second sample aloud. You should then be ready to practice instant error correction.

#1 Augustus was asleep in the **house** [redacted] where he **live** [redacted] with his O [redacted] Gloriana, his little brother Jupiter, Pop, Mom, Tom Cat, and the chickens.

Augustus was asleep in the houseboat where he lived with his sister Gloriana, his little brother Jupiter, Pop, Mom, Tom Cat, and the chickens.

Notice that on the first error I misread houseboat by saying house. The second error was made by saying live for the word lived. The third error was an omission; I decided I didn't know the word sister, so I just skipped it.

The teacher could help me correct the first error by calling attention to the two root words in the compound word, houseboat. Structural analysis is also used when the ed suffix in lived is identified. The words brother, Pop, and Mom (context) all give clues as to the correct identification of the misread word, sister.

We will all read the next sample aloud making the appropriate errors as they are marked.

#2 Rosina knew that she could never again ask Papa to go on the Santa Rosa. This was one day she would **re-me-mer** [redacted] . She would remember every bit of it. She **waves** [redacted] at all the other fishing boats. She waved at people on O [redacted] . And when they **rach** [redacted] the dock, she was the last to go up the ladder.

You should now be ready to practice instant error correction.

Partner A

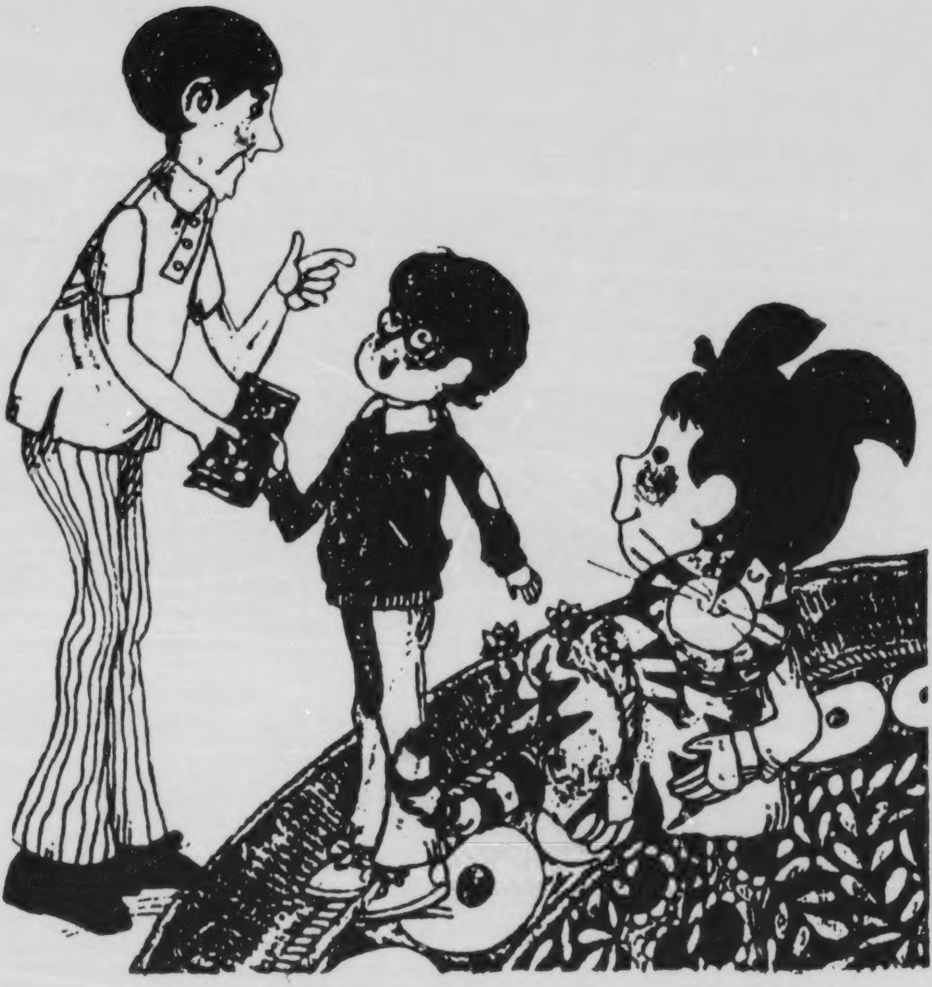
William Gets His Hair Cut

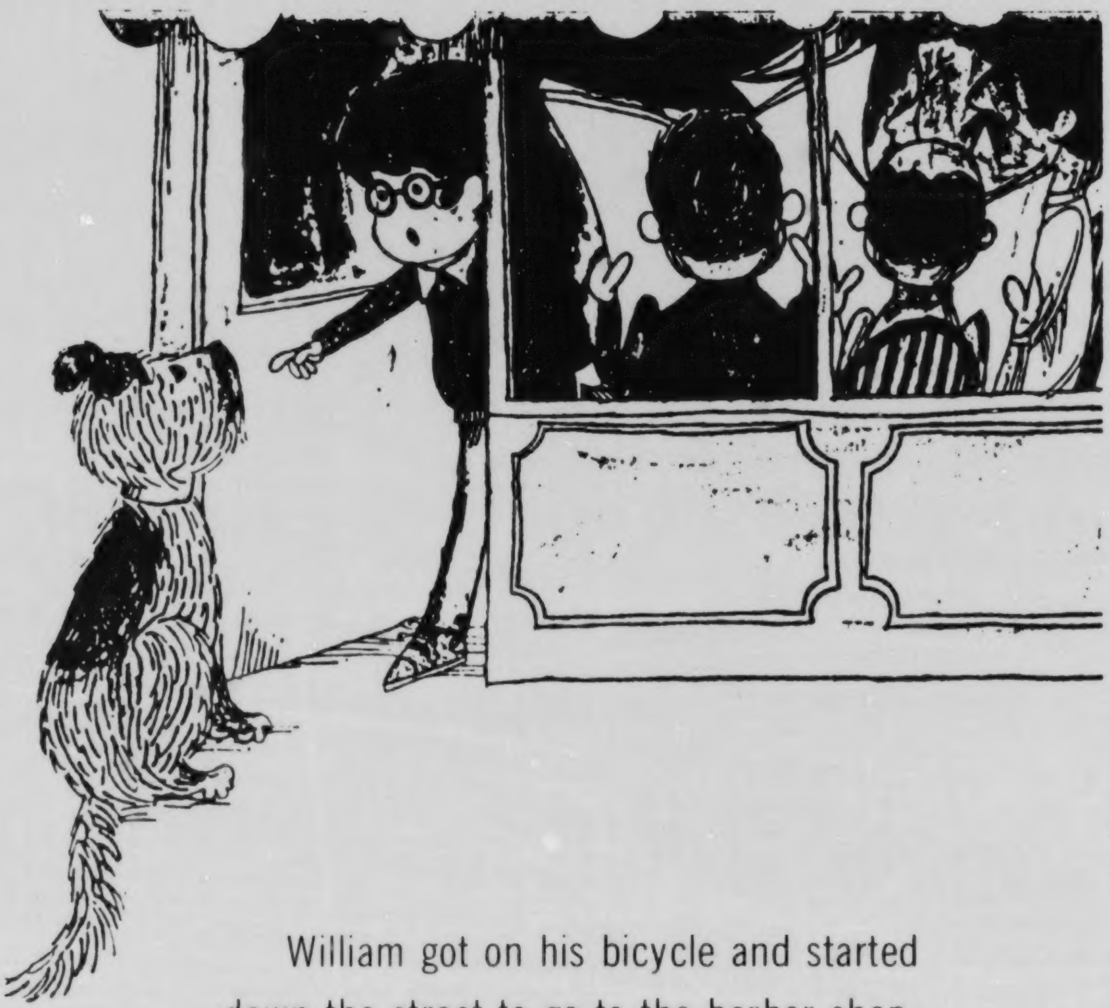
William Brown needed to have his hair cut.

"Here is money to get your hair cut," his father said. "If you hurry back home, I will take you and Lucy to the baseball game today."

William decided to hurry.

He wanted to go to the game.





William got on his bicycle and started down the street to go to the barber shop. Lucy was calling Stanley, the dog next door, but Stanley decided to follow William's bicycle.

William parked his bicycle outside the barber shop. Stanley began to push into the shop ahead of William.

"You stay outside," William said.

He went inside and sat down to wait. There were four men ahead of him.

William could see Stanley through the window. Stanley wanted to find another way to get inside the barber shop. He went into the hat shop next door.

Pretty soon Stanley came rushing out. A woman was running after him.

She looked in the window of the barber shop and then opened the door.

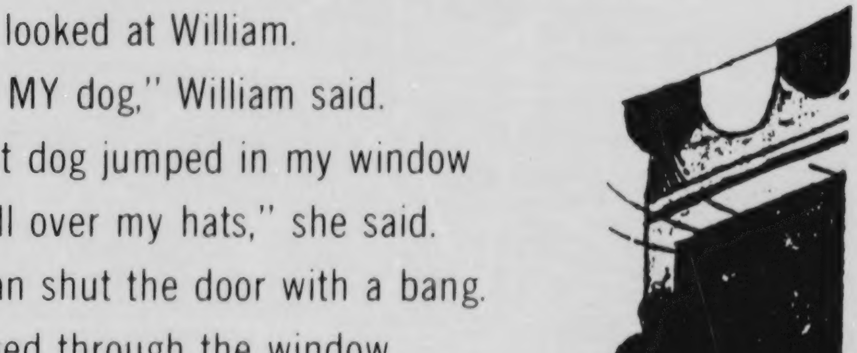
"Where did that big dog come from?" she asked.

Everyone looked at William.

"He's not MY dog," William said.

"Well, that dog jumped in my window and walked all over my hats," she said.

The woman shut the door with a bang. William watched through the window. The woman went back to her shop, and Stanley lay down on the sidewalk in front of the barber shop.



Change Roles!!!

Partner "B" will be the teacher.
Partner "A" will be the student.

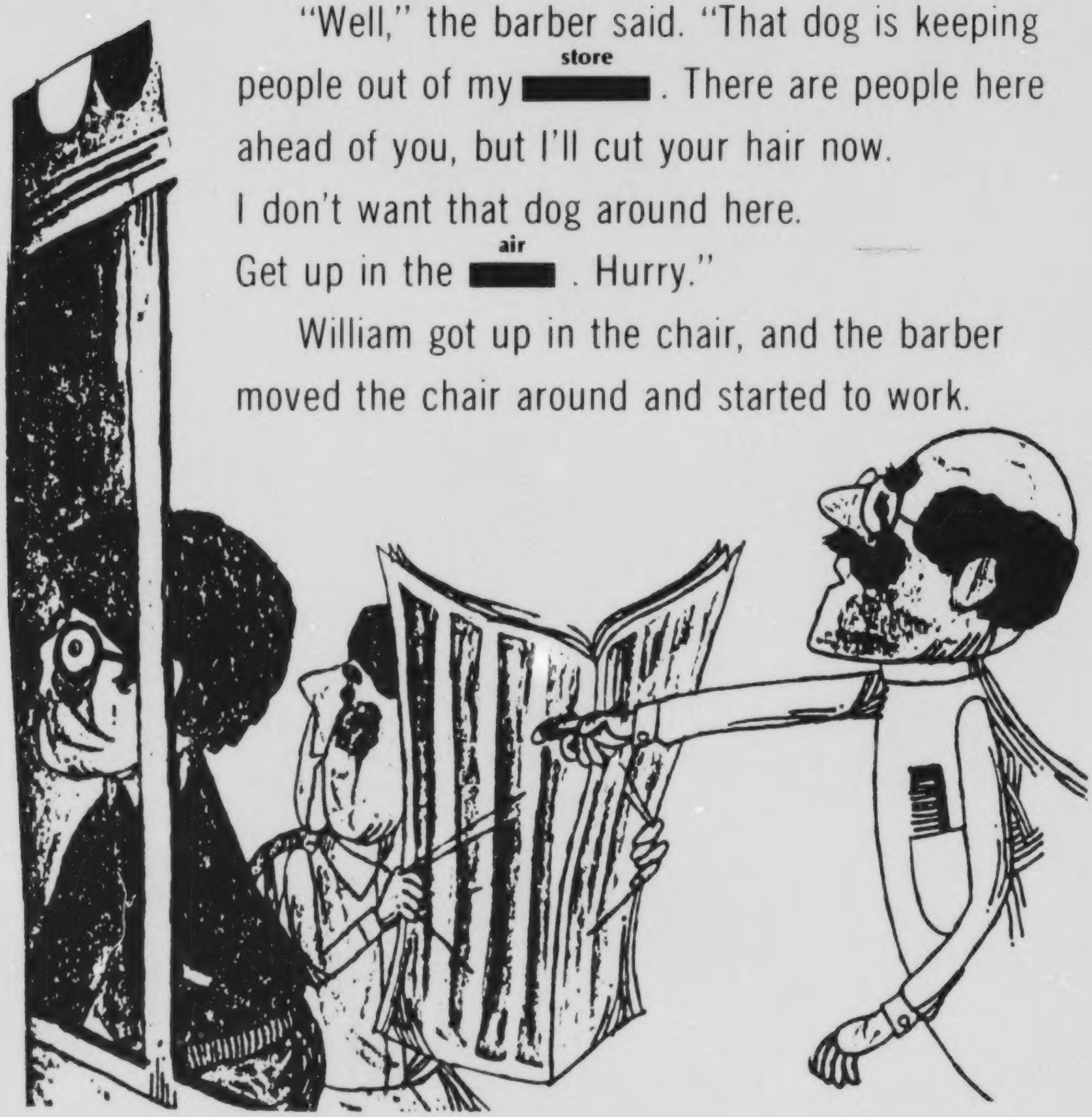
Three men came to get their hair cut, but Stanley backed [redacted] at them.

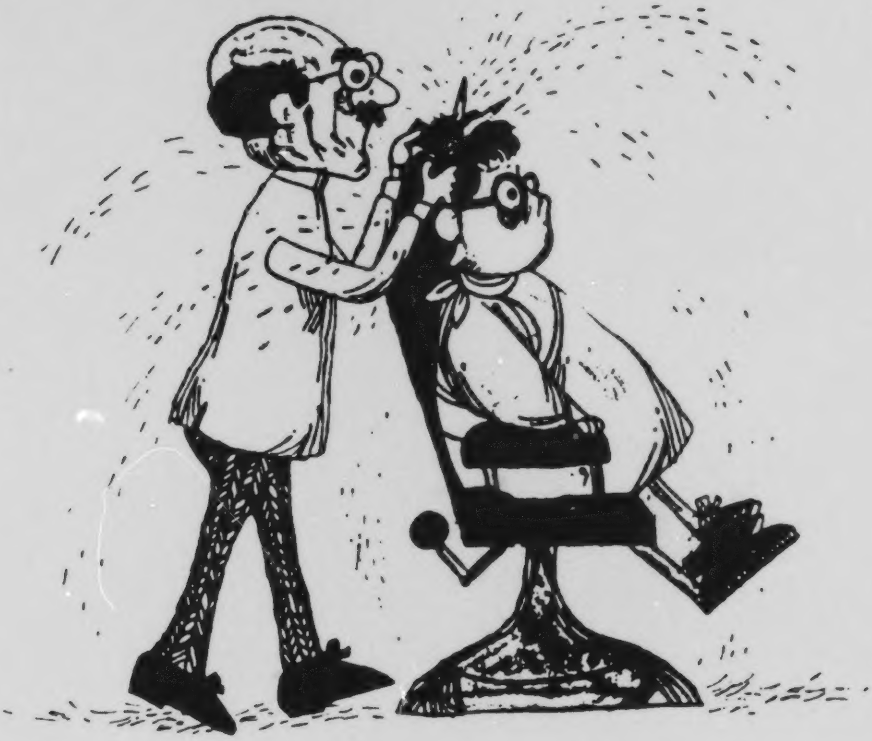
The barber looked at William. "Boy," he said, "isn't that your dog?"

William looked at his ○ [redacted] . "No," he said. "He just follow [redacted] me. He lives next door to my house."

"Well," the barber said. "That dog is keeping people out of my store [redacted] . There are people here ahead of you, but I'll cut your hair now. I don't want that dog around here. Get up in the air [redacted] . Hurry."

William got up in the chair, and the barber moved the chair around and started to work.





William's hair fell [redacted].

No one had ever cut William's hair in such a hurry.

The barber moved the chair around again, and William got [redacted]. He gave the money to the barber and went outside and got on his bicycle.

He [redacted] as fast as he could go, and Stanley ran ahead of him.

Lucy was on the front steps.

"Dad's waiting for us inside," she said.

His father looked at William's hair.

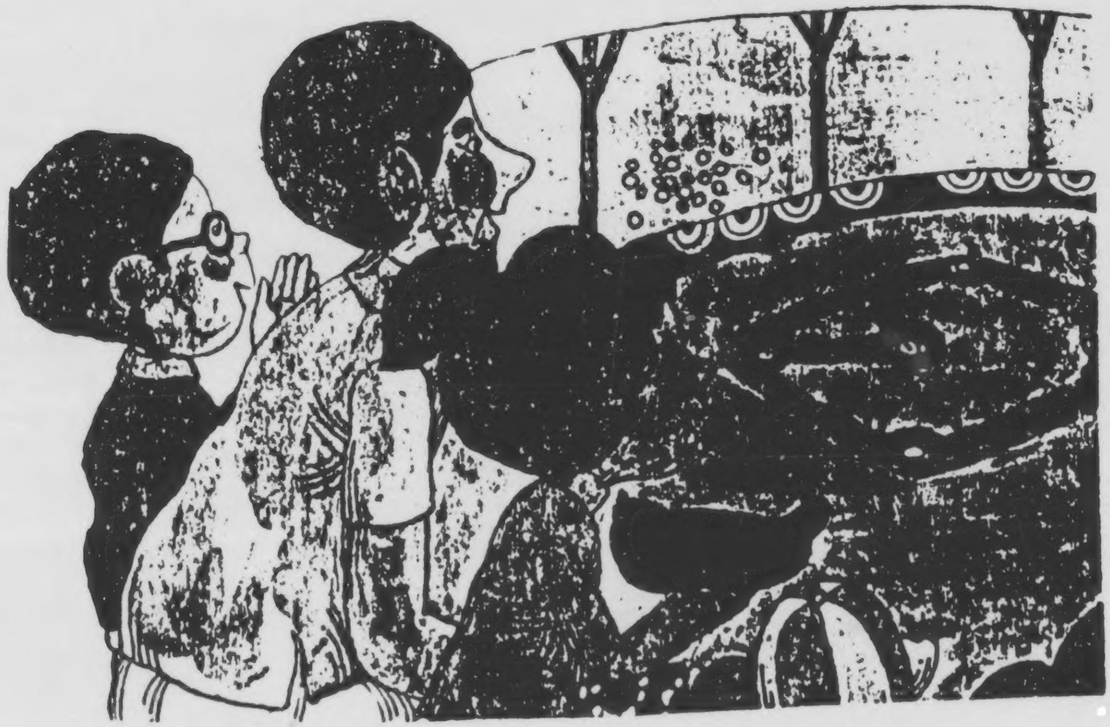
"It looks fine," he said. "You weren't gone long. That's what a boy can do when he decides to hurry. We have a lot of time to get to the ball game."

"He's going some place, so that's why he hurried," Lucy said.

"It's the barber who hurried most of all,"
○
[redacted] .

At the baseball park Lucy sat on one side of her father, and William sat on the **oh-ther** [redacted] side.

The wind was cool on the back of William's neck.



From: The Dog Next Door and Other Stories of Reading 720 Rainbow Edition by Theodore Clymer, et al., Copyright 1979, 1976, 1969 by Ginn and Company (Xerox Corporation). Used with permission.

Partner B

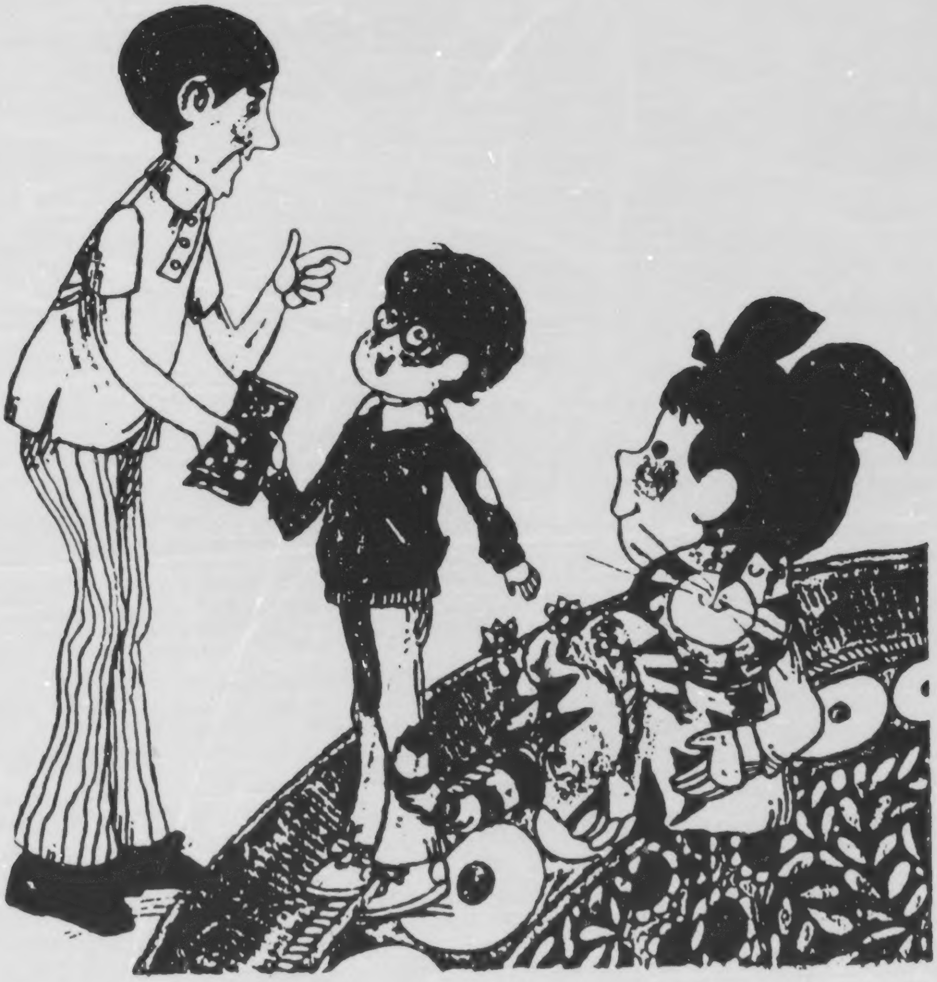
Partner B

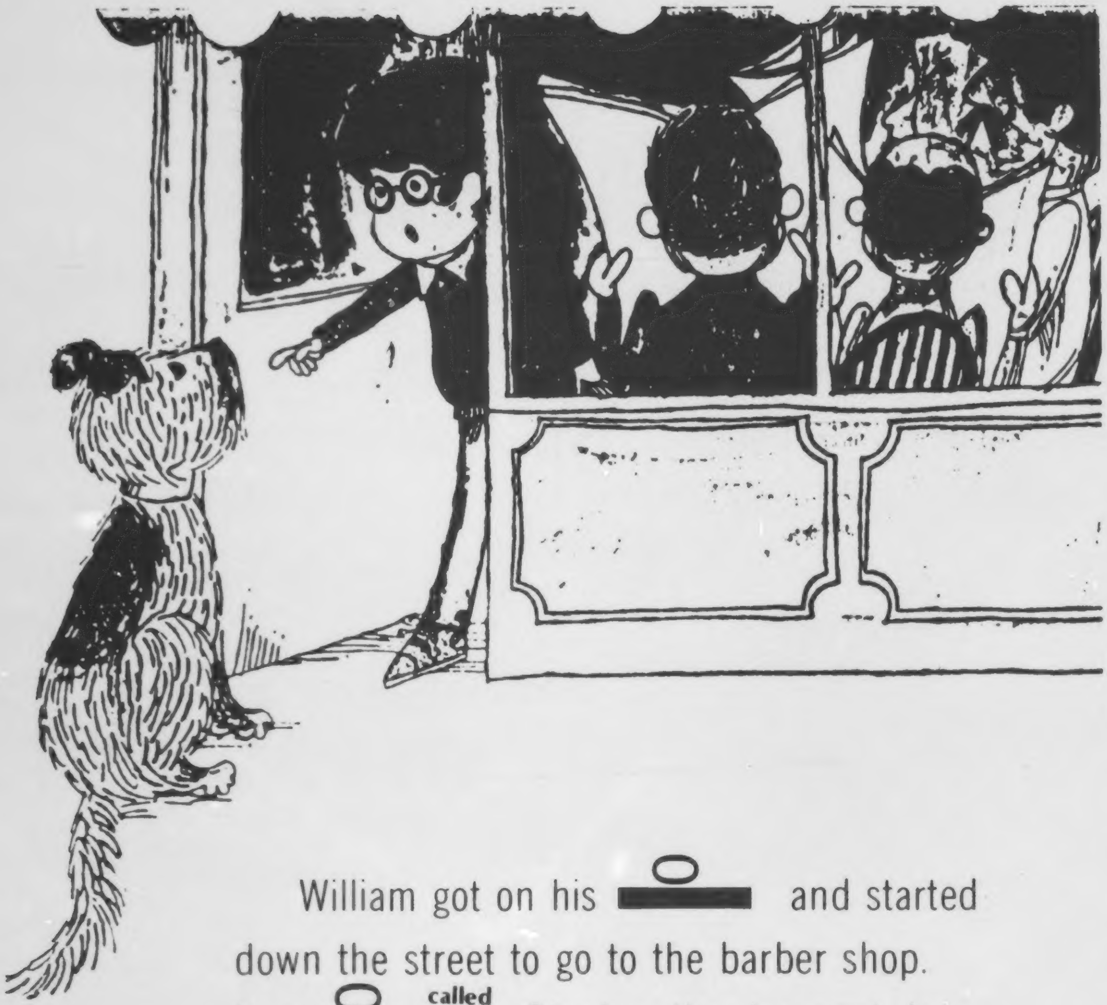
William Brown needed to have his hair cut.

"Here is money to get your hair cut," his father said. "If you harry [redacted] back home, I will take you and Lucy to the O [redacted] game today."

William decidded [redacted] to hurry.

He wanted to go to the game.





William got on his [redacted] and started down the street to go to the barber shop. Lucy [redacted] called [redacted] Stanley, the dog next door, but Stanley decided to follow William's bicycle.

William parked his bicycle outside the barber shop. Stanley began to push.

[redacted]

"You stay outside," William said.

He went inside and sat down to wait. There were four men ahead of him.

William could see Stanley through the window. Stanley wanted to find another way to get in [redacted] the barber shop. He went into the hat shop next door.

Pretty soon Stanley came rushing out. A woman was runing [redacted] after him.

She looked in the window of the barber shop and then opened the door.

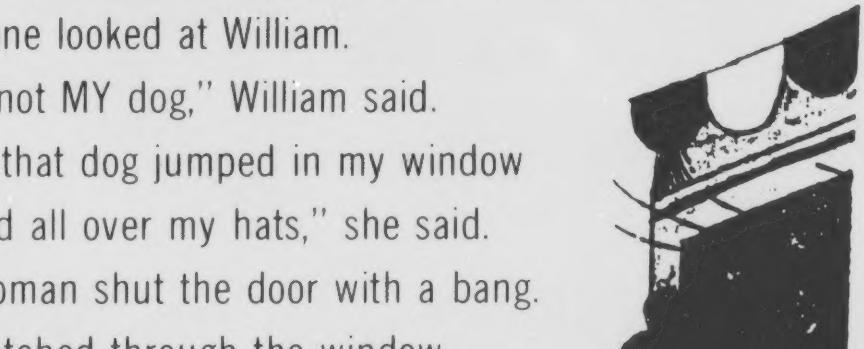
"Where did that big dog come from?" she asked.

Everyone looked at William.

"He's not MY dog," William said.

"Well, that dog jumped in my window and walked all over my hats," she said.

The woman shut the door with a bang. William watched through the window. The woman went back to her shop, and Stanley lay down on the 0 [redacted] in front of the barber shop.



Change Roles!!!

Partner "B" will be the teacher.
Partner "A" will be the student.

60

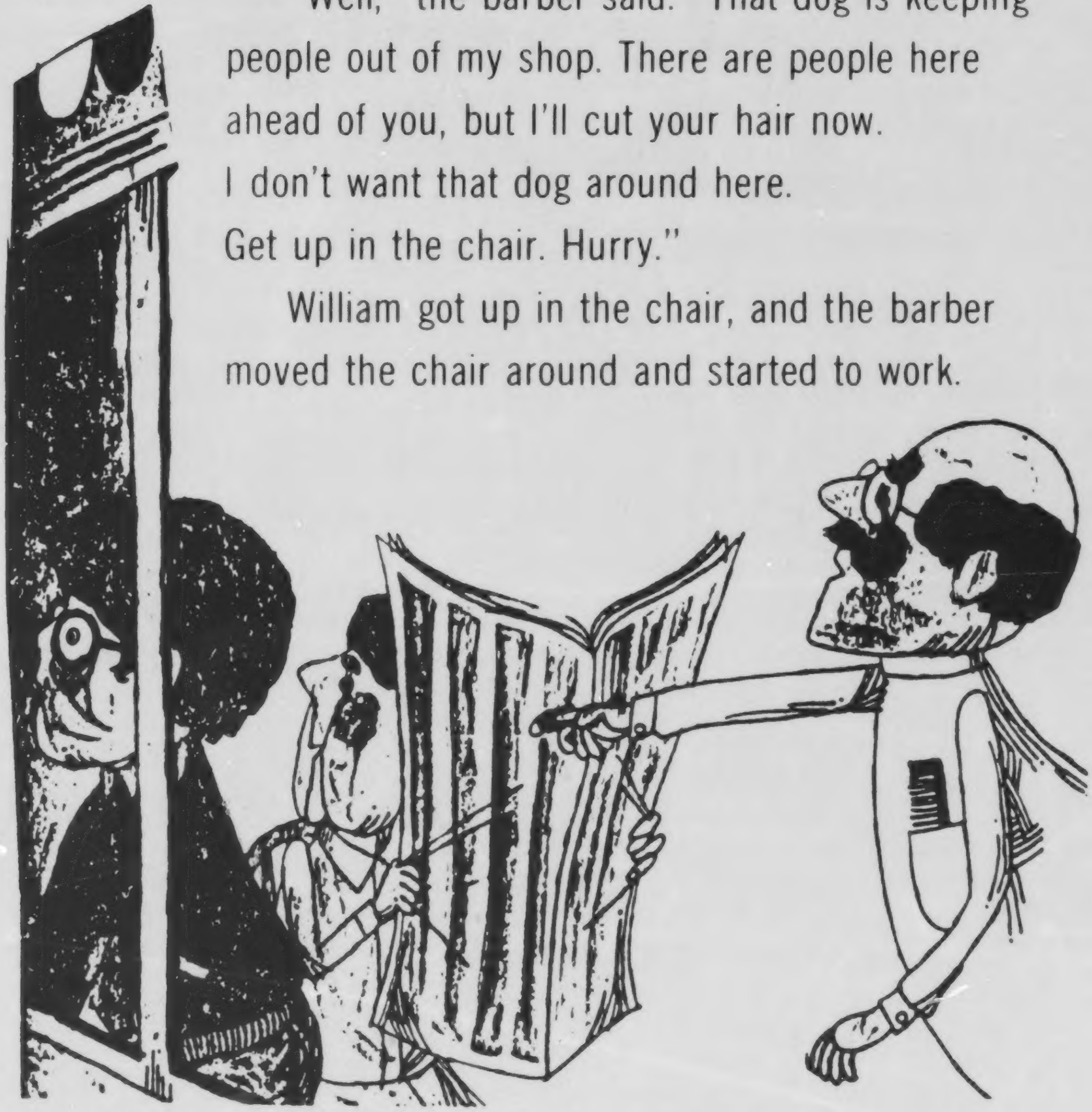
Three men came to get their hair cut, but Stanley barked at them.

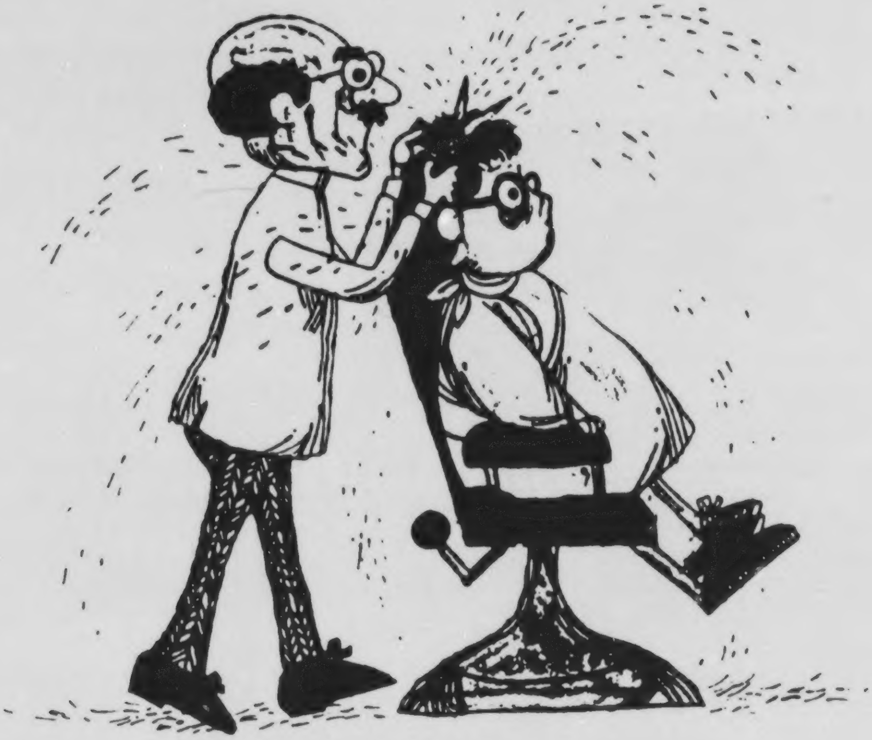
The barber looked at William. "Boy," he said, "isn't that your dog?"

William looked at his shoes. "No," he said. "He just followed me. He lives next door to my house."

"Well," the barber said. "That dog is keeping people out of my shop. There are people here ahead of you, but I'll cut your hair now. I don't want that dog around here. Get up in the chair. Hurry."

William got up in the chair, and the barber moved the chair around and started to work.





William's hair fell everywhere.

No one had ever cut William's hair in such a hurry.

The barber moved the chair around again, and William got down. He gave the money to the barber and went outside and got on his bicycle.

He rode home as fast as he could go, and Stanley ran ahead of him.

Lucy was on the front steps.

"Dad's waiting for us inside," she said.

His father looked at William's hair.

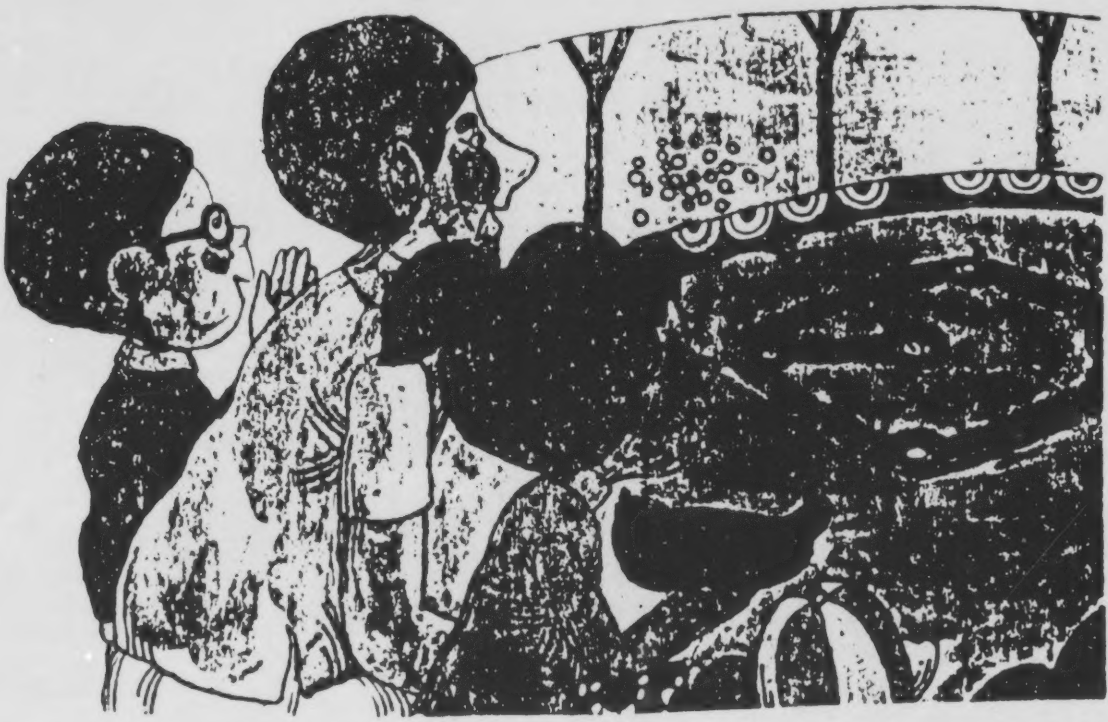
"It looks fine," he said. "You weren't gone long. That's what a boy can do when he decides to hurry. We have a lot of time to get to the ball game."

"He's going some place, so that's why he hurried," Lucy said.

"It's the barber who hurried most of all," said William.

At the baseball park Lucy sat on one side of her father, and William sat on the other side.

The wind was cool on the back of William's neck.



From: The Dog Next Door and Other Stories of Reading 720 Rainbow Edition by Theodore Clymer, et al., Copyright 1979, 1976, 1969 by Ginn and Company (Xerox Corporation). Used with permission.

Appendix G

Checklist for Supervisor

Unit: Teaching and Reinforcing Word Recognition Teacher/Assistant: ____________

School: ____________ Grade: ____________

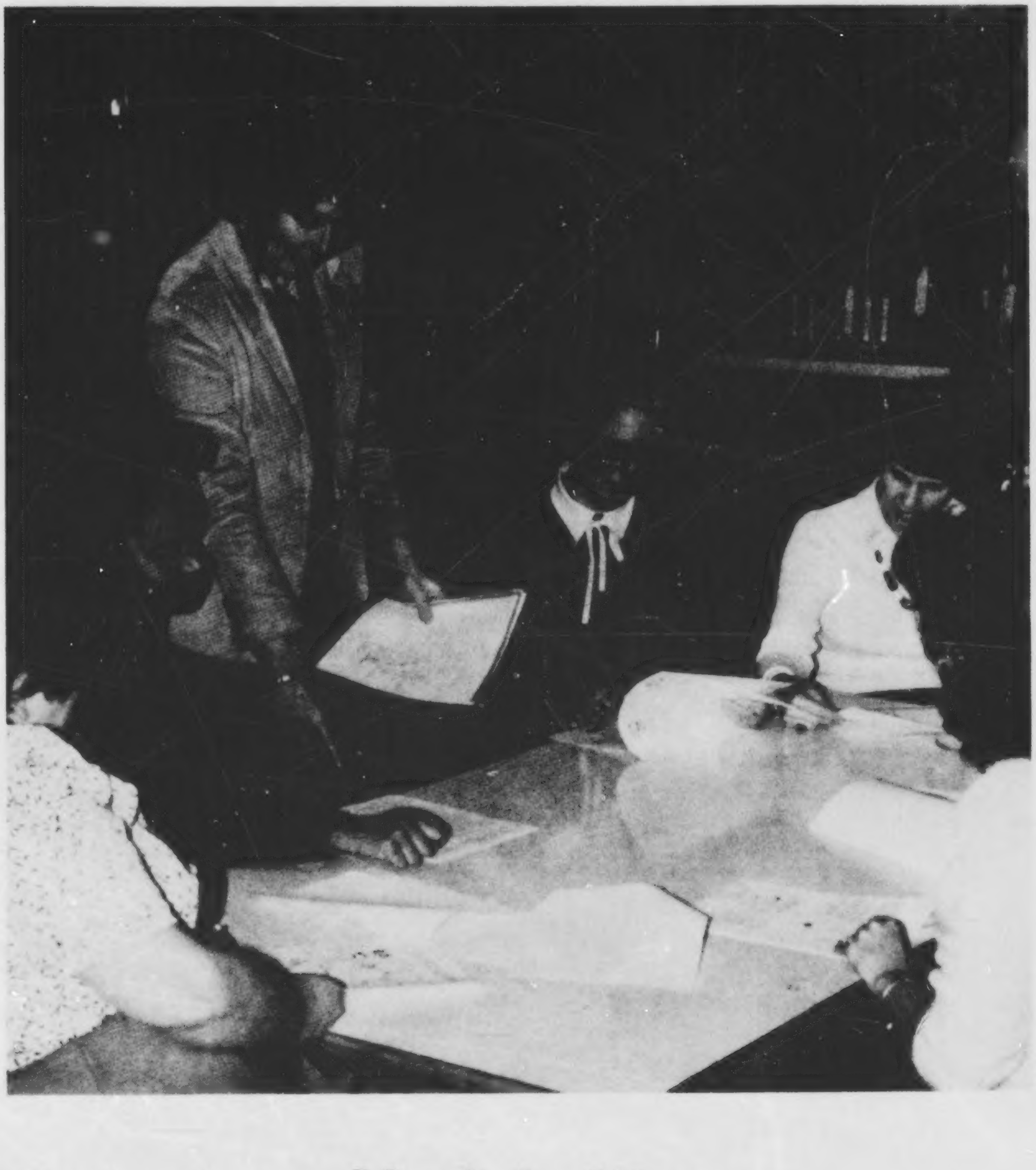
Supervisor: ____________ Date: ____________

Directions: As each participant is observed in a classroom setting, check the following items as appropriate.

Item	Response: Yes	No
A. Definition and plan for teaching word recognition		
1. Seems to have an understanding of a sight word (based on ability to teach).	____	____
2. Uses appropriate steps in teaching a word by sight.	____	____
a. Introduces word b. Discusses meaning of word c. Directs children to use word in a sentence d. Directs children to read word in isolation e. Directs children to read word in sentence		
3. Seems to understand the use of contextual clues (based on teaching).	____	____
4. Encourages use of semantic clues in teaching activities.	____	____
5. Encourages use of syntactic clues in teaching activities.	____	____
6. Seems to have an understanding of the term phonics (based on ability to teach).	____	____
7. Uses appropriate steps when teaching phonics (consonants, vowels, syllabication).	____	____
a. Selects words that are consistent b. List words and reads them c. Directs children to generalize similarity d. Directs children to use words in sentences e. Directs children to supply other words f. Reinforces generalization		
8. Seems to have an understanding of structural analysis (based on ability to teach).	____	____
9. Teaches compound words as an aid to pronunciation.	____	____
10. Teaches prefixes as an aid to word recognition.	____	____
11. Teaches suffixes as an aid to word recognition.	____	____
12. Uses the appropriate steps when teaching structural analysis.	____	____
a. Selects words that are consistent b. List words and reads them c. Directs children to generalize similarity d. Directs children to use words in sentences e. Directs children to supply other words f. Reinforces generalizations		

Item	Response: Yes	No
B. Definition and procedures for using instant error correction		
1. Demonstrates an understanding of the concept of instant error correction.	______	______
2. Can identify an unknown word in which the context would aid the reader.	______	______
3. Can identify a word in which the structure of the word would aid the reader and knows the specific structural unit to be used.	______	______
a. Compound word		
b. Prefix		
c. Suffix/root word altered		
d. Suffix/root word not altered		
4. Can identify a word in which phonics can be applied.	______	______
5. Can identify a word that should be taught by sight.	______	______
6. Uses appropriate steps in instant error correction.	______	______
a. Points to mis-read word and asks child to read it		
b. If not read correctly, determines what clue would be most appropriate		
c. If context would help, points out words that would aid reader		
d. If phonics would help, directs child to sound the word		
e. If the word structure would help, points out the structural unit that would aid reader		
f. If the word is a sight word, teaches it as such		
7. Directs the child to re-read the entire sentence after instant error correction is complete.	______	______

Understanding the Long and Short Vowel Sounds - A Refresher Session For Assistant Teachers



Module III

Developed by:

Mrs. Lynn Horse
Desoto County Schools

TABLE OF CONTENTS

Page

Preface 1

Concepts to be Developed 2

Pre-Test 3

Pre-Test Scoring Information 5

Preview Questions 6

Overview 7

Understanding Vowel Sounds 8

A Guide to Short Vowels 9

A Guide to Long Vowels 10

Vowel Generalizations 11

Working with Short Vowels 12

Working with Long Vowels 13

Auditory Recognition/Verbal Response 14

Recognizing Long and Short Vowels 15

Word Search 16

Activity Answer Key 17

Follow-Up Questions 19

Post-Test 20

Post-Test Answer Key 22

Session Evaluation 23

Follow-Up Activities 24

Follow-Up Observation Instrument 26

Ten Suggestions for Supervisory Personnel 27

References 28

Bibliography 29

PREFACE

The material presented in this module is designed to be used with Assistant Teachers. Should supervisors feel both teacher and assistant teacher would benefit from the sessions, both team members may be included. The module contains five handouts and five activity sheets which should be used in conjunction with the lecture-participation format suggested throughout this manual. The number of sessions needed to complete this module will vary, depending on the needs of the participants. Pre and post-tests are included in the module as well as follow-up activities and observation instrument which may be used by supervisors upon completion of all sessions.

Before any instruction on the vowel sounds begins, it would be helpful to determine how much information is already known by the assistant teachers. The sample pre-test included may be given or used to devise one which tests those areas deemed necessary. It should be noted that auditory acuity, discrimination, and memory are necessities for developing the ability to utilize phonics. There may be instances when these abilities are not present in assistant teachers. If this occurs, it would be necessary to either provide further development in these areas or have the assistant teacher work in all areas of reading except phonics.

CONCEPTS TO BE DEVELOPED

1. Phonics should be taught as an integrated part of the total reading program.
2. Phonics is but one aspect of word recognition skills and is not always easily utilized by all students.
3. The five vowels of the English language make many different sounds within words.
4. Long and short vowel sounds are vital within the framework of the English language and must be readily remembered by those involved in reading instruction.
5. Vowels appear in a variety of positions within words, most notably the initial, medial, and final positions.
6. The use of phonic generalizations is helpful in recognizing unknown words.

PRE-TEST

LONG AND SHORT VOWELS

This test is to be administered to assistant teachers on an individual basis. It is to be used as a guide in assessment of skills they possess or used to identify those areas of weakness which need further attention.

I. Nonsense Words

Purpose: To provide information on the ability to apply internalized phonic generalizations.

Directions: Each word is to be read orally by the testee from a separate sheet. Place a "+" for correct responses and a "-" for incorrect responses in the blanks. Column A should be typed on one sheet of paper with Column B on another. If anyone has extreme difficulty with Column A, Column B should not be used.

Oral Directions: Please read the following list of nonsense words aloud.

Column A

___	1.	reb	(rĕb)
___	2.	nom	(nŏm)
___	3.	ribe	(rīb~~e~~)
___	4.	kag	(kăg)
___	5.	fean	(fē~~a~~n)
___	6.	mufe	(mūf~~e~~)
___	7.	stox	(stŏx)
___	8.	ab	(ăb)
___	9.	tif	(tĭf)
___	10.	pote	(pōt~~e~~)

Column B

___	1.	zate	(zāt~~e~~)
___	2.	pum	(pŭm)
___	3.	frel	(frĕl)
___	4.	keem	(kē~~e~~m)
___	5.	wame	(wām~~e~~)
___	6.	blix	(blĭx)
___	7.	roak	(rō~~a~~k)
___	8.	ufe	(ūf~~e~~)
___	9.	kife	(kīfe)
___	10.	lud	(lŭd)

II. Auditory Discrimination

Purpose: To determine the ability to hear differences in sounds.

Directions: The examiner should read each pair of words aloud in a distinct manner but without excess emphasis on differences. The testee should be facing away from the examiner. The responses "same" and "different" should be used by the testee after each pair with the examiner placing either "+" or "-" to indicate correct and incorrect responses.

Oral Directions: I am going to read twenty sets of word pairs to you. Please listen to the pairs carefully to determine if they are the same or different. After each pair, please say aloud "same" or "different," whichever you think is the correct response.

___ 1. cat-can
___ 2. sad-sat
___ 3. she-sheet
___ 4. job-jot
___ 5. go-go
___ 6. doll-dock
___ 7. man-mat
___ 8. as-has
___ 9. rice-rice
___ 10. sat-sit
___ 11. den-been
___ 12. ate-ape
___ 13. bet-bed
___ 14. see-seed
___ 15. close-close
___ 16. run-sun
___ 17. cute-cube
___ 18. seem-seen
___ 19. wide-ride
___ 20. tip-tap

III. Auditory Memory

Purpose: To determine the ability to remember what is heard.

Directions: The examiner is to slowly read each list of words. (Approximately one word per second.) After each list the testee will repeat the words, not necessarily in order. The examiner is not to repeat any words. A check should be placed above all words that are correctly repeated. (go)

Oral Directions: I will read a group of words aloud. You will then repeat all the words that you can remember. You do not have to repeat the words in order. I can not repeat any words.

1. plate tree dog
2. cup boy run bed
3. spoon jump hole down picture
4. sick rug box up day sit
5. egg dust eat head cat hop ear

PRE-TEST
SCORING INFORMATION

There is no absolute scoring key for the pre-test, rather it should be used to provide an overview of specific abilities. The following broad scale may give some assistance for determining the level of knowledge and skills of those individuals tested.

	EXCELLENT	GOOD	FAIR	POOR
NONSENSE words	20	17	14	10
Auditory Disc.	20	18	16	14
Auditory Mem.	22	18	15	12

PREVIEW QUESTIONS

1. What is the role of phonics in the reading program?
2. What are the short vowel sounds?
3. What are the long vowel sounds?
4. What are the positions in which the vowels may appear in words?
5. What "rules" or generalizations are helpful in utilizing phonics?

74

HANDOUT I

OVERVIEW

THE TEACHING OF PHONICS

The teaching of phonics is built into virtually every reading series presently available to teachers. In each of these series, phonics instruction, including the introduction of the vowel sounds, varies to some degree. However, the teaching of phonics as an integrated part of word recognition with the total reading program remains constant from series to series.

Any individual who studies phonics must come to the realization that phonics is only one means of unlocking words and building a vocabulary. With this in mind, it should be stressed that not all students are ready for phonics instruction at the same time and that a small percentage of people will never be able to hear the differences in sounds that is necessary for phonics utilization. For those individuals, other means of word attack must be used.

Developing a philiosophy about phonics is an important as gaining an understanding of its role in reading instruction. Phonics should not be used as a cure-all for reading ills nor should it be allowed to become the albatross of already effective readers. Phonics is meant to be but one of the helpful tools that makes reading possible.

It should be noted that most adults are already utilizing phonics in their daily reading, even though they may not know the "rules" or generalizations that apply. Most individuals cannot instantly recall the sound of short "a," but they verbalize this sound on a daily basis. It is upon this language base that any further study of vowel sounds should be built.

HANDOUT II

UNDERSTANDING VOWEL SOUNDS

The five vowels in the English language are "a", "e", "i", "o", and "u". In addition, "y" and "w" are sometimes treated as vowels, as when they appear in words such as "why" and "clown". Each vowel makes a variety of sounds as it appears in words in the English language. Two of the sounds made by each vowel are called long and short. The long sound is usually indicated by a macron over the top of the letter (ā), while the short sound is usually indicated by a breve (ă). However, different reading series and dictionaries may have varying markings for the long and short vowel sounds.

Vowels are said to occur in three basic positions within words. These positions are:

Initial Position - at the beginning of a word.
at ox egg

Medial Position - in the middle of a word.
bag set cot

Final Position - at the end of a word.
she so hi

Vowels sometimes occur side-by-side and may be teamed with each other to produce special sounds such as diphthongs ("oy" - "boy"). Vowels are also affected by other nearby letters such as "r", "l", and "w" which may cause them to produce sounds that are neither long nor short.

The vowel sounds are usually taught after some initial and final consonants have been introduced. This allows students to be able to blend several known sounds (consonants) with the newly-learned vowel sounds to produce simple words such as "bat", "hit", and "go". Blending is the sliding together of letter sounds to make the word for which the letter stands, thus "c-a-t" becomes "cat". Blending is a vital part of learning to utilize phonics.

When examining the vowel sounds or any other aspect of phonics, it is essential to recognize the linkage between the auditory (what we hear) and the visual (what we see). It is best if a word is said aloud and written down to be seen when learning specific phonic elements contained in that word. This procedure allows both the visual and auditory senses to help seal in that learning. However, it should be noted that in the English language, the way a word looks may not have any relation to the way it sounds. (ⓚn oⓦ)

It is also better not to isolate sounds, but to say them, with extra emphasis if needed, within words that are already in the listening vocabulary. This targets the goal of not just being able to make the sound of short "a", but being able to utilize that skill in recognizing words.

HANDOUT III

A GUIDE TO SHORT VOWELS

Short vowel sounds are usually taught before long vowels to allow for the use of three letter words (consonant-vowel-consonant-CVC pattern) that occur frequently in the lower levels of a reading series.

Short Vowel Sounds

ă man
stand
back
cap

ĕ* bet
dress
egg
help

ĭ hill
ship
big
stick

ŏ* job
block
pot
shop

ŭ** gum
up
truck
cut

Word families are often used to teach the short vowel sounds.

Sample Word Families

fat
rat
bat
mat
sat

met
bet
set
pet
let

sob
mob
cob
rob
job

fit
sit
hit
bit
kit

rub
bug
dug
jug
hug

---

* It should be noted that dialectical and/or regional differences can cause difficulties in the teaching of phonics. Most Southerners pronounce "pen" and "pin" with a short "i" sound which can cause problems with commercially produced materials. "Log" and "frog" are also seldom pronounced with a short "o" by many individuals from the South. These words are usually said with an "aw" sound within them. The wise instructor will be aware of these differences, as well as others that exist, and will try to work around them. Above all, individuals should not be made to feel inferior because of their home-based language.

** This same sound appears frequently written as each of the other vowels in unstressed syllables such as "ba/loon" and "beat/en". It is called the "schwa" and its symbol is "ə".

HANDOUT IV

A GUIDE TO
LONG VOWELS

Long vowel sounds are usually more easily remembered than the short sounds because the long sound is the same as the letter name. Long vowel sounds occur most frequently in the CVCe pattern with the silent "e" and in the CVVC pattern with two vowels together. ("cāke" - "rōad")

Long Vowel Sounds

ā
take
made
name
pain

ē
Pete
he
beat
reed

ī*
write
hive
ride
life

ō
home
boat
toe
close

ū
use
tube
cute
due

---

* As with short "e" and short "o", many Southerners pronounce long "i" with some regional differences. For some Southerners, "write" and "ride" have two different long "i" sounds, while other Southerners pronounce long "i" in all words with a flattened sliding sound that ends somewhat like short "a". Again, these differences should not present a severe problem to effective phonic instruction.

HANDOUT V

VOWEL GENERALIZATIONS

Several generalizations exist in the English language regarding vowel sounds. These are not absolute rules because there are many exceptions to them. They will, however, be of assistance in recognizing unknown words.

1. A single vowel in a medial position will usually have its short sound. (cat)
2. A single vowel which does not end a word will usually have its short sound. (back)
3. When a one-syllable word ends in "e", a preceeding vowel will usually be long, while the "e" will be silent. ("hide")
4. A vowel at the end of a word that has no other vowels will usually be long. (she)
5. When two vowels are together, the first will usually be long and the second will usually be silent. (beak)
6. A vowel that ends a syllable will usually be long. (mo / tion)

ACTIVITY I

WORKING WITH SHORT VOWELS

A. Circle only the letters which make short vowel sounds in the following words.

1. stick
2. glad
3. go
4. for
5. that
6. gave
7. when
8. before
9. will
10. so
11. not
12. sleep
13. can
14. but
15. my

B. Write two words not used in the list above that have in them the short sound for each letter listed.

a	e	i	o	u
1. ________	1. ________	1. ________	1. ________	1. ________
2. ________	2. ________	2. ________	2. ________	2. ________

ACTIVITY II

WORKING WITH LONG VOWELS

Read the paragraph below. Underline each word which contains a long vowel sound. Write the letter symbol which represents the long vowel sound(s) heard above each underlined word.

(EXAMPLE - $\overset{\bar{e}}{\underline{\text{study}}}$)

The bus from Tennessee was very late that stormy night in April. We had been waiting for three hours for my aunt to arrive. Each of us was looking out onto the rain-slick highway, when we saw the beam of the headlights as the bus rounded the curve. We grabbed our raincoats and headed for the door. Just as we began to feel the rain on our heads, we realized we had the wrong bus and that our wait was just beginning.

TIPS: Remember to listen for the way words sound rather than just the way they look. Looks can be deceptive!!

Compound words may have more than one long sound in them.

ACTIVITY III

AUDITORY RECOGNITION / VERBAL RESPONSE

LONG AND SHORT VOWEL SOUNDS

As the following words are read orally, have the participants reply in unison "short 'a' ", "long 'e' ", etc., for each word.

TO BE READ ORALLY

		Answers			Answers
1.	sled	ĕ	11.	road	ō
2.	truck	ŭ	12.	mill	ĭ
3.	late	ā	13.	use	ū
4.	dig	ĭ	14.	hide	ī
5.	box	ŏ	15.	meal	ē
6.	best	ĕ	16.	dust	ŭ
7.	hop	ŏ	17.	soap	ō
8.	back	ă	18.	sack	ă
9.	beat	ē	19.	cube	ū
10.	stripe	ī	20.	save	ā

ACTIVITY IV

RECOGNIZING LONG AND SHORT VOWELS

Read each word in the center column. Write each under the heading that shows the vowel sound the word contains.

ā		ă
	1. find	
	2. peek	
ē		ĕ
	3. his	
	4. sell	
	5. but	
ī	6. me	ĭ
	7. cute	
	8. will	
	9. fox	
ō		ŏ
	10. bet	
	11. hike	
	12. ask	
ū	13. bait	ŭ
	14. hope	
	15. top	
	16. cup	
	17. hat	
	18. boat	
	19. ate	
	20. tube	

ACTIVITY V

WORD SEARCH

LONG AND SHORT VOWELS

Listed below are twenty different words which overlap each other by one or more letters. Find two words for each of the vowel sounds below and write them under the appropriate symbol. All words are three or four letters in length. The first items are completed for you.

USEEMUDAYESOAKICKITEATAPUMPOTUBEGGILLAPAINOTIME

ā	ē	ī	ō	ū
	seem			use

ă	ĕ	ĭ	ŏ	ŭ

ACTIVITY ANSWER KEY

ACTIVITY I

A. Words with short vowel sounds

1. i
2. a
5. a
7. e (or i)
9. i
11. o
13. a
14. u

B. Answers will vary

ACTIVITY II

Paragraph with words containing long vowel sounds.

Tennessee
very
late
stormy
night
April
waiting
three
my

arrive
each
onto (possibly)
rain
highway
we
headlights
we
raincoats

we
began
feel
rain
on (possibly)
we
we
wait
beginning

("the" - possibly but should have " ə " sound instead of "ē".)

ACTIVITY III

Answers on Activity sheet.

ACTIVITY IV

ā	ē	ī	ō	ū
bait	peek	find	hope	cute
ate	me	hike	boat	tube

ă	ĕ	ĭ	ŏ	ŭ
ask	sell	his	fox	but
hat	bet	will	top	cup

ACTIVITY V

ā	ē	ī	ō	ū
day	seem	time	so	use
pain	eat	kite	oak	tube

ă	ĕ	ĭ	ŏ	ŭ
tap	yes	kick	pot	mud
lap	egg	gill	not	pump

FOLLOW-UP QUESTIONS

1. Is the role of phonics in the total reading program readily perceived?
2. Are the differences in the sounds of the long and short vowels easily heard, recognized, and enunciated?
3. Have the sounds and the generalizations that apply been committed to memory so that instant recall exists?
4. Have any problems developed because of dialectical or regional differences in pronunciation of vowel sounds?

POST-TEST

LONG AND SHORT VOWELS

NAME ______________________________ DATE ______________

1. Circle the words that have the sound of the short vowel indicated.

A. Short "a" (ă)

can cape apple are

B. Short "e" (ĕ)

eagle red egg better

C. Short "i" (ĭ)

little like lion is

D. Short "o" (ŏ)

open hot core pottery

E. Short "u" (ŭ)

upon but much us

2. Circle the words that have the sound of the long vowel indicated.

A. Long "a" (ā)

train axe heat make

B. Long "e" (ē)

seem eager beat wet

C. Long "i" (ī)

hit write pipe find

D. Long "o" (ō)

spot hope hop open

E. Long "u" (ū)

tub use up until

3. Complete the sentences below by providing the word(s) that are needed for each generalization. Also, provide an example of a word that fits each generalization.

A. A single vowel in a medial position will usually have its ________ sound.

EXAMPLE - ____________________

B. A single vowel which does not end a word will usually have its _____ sound.

EXAMPLE - ____________________

C. When a one-syllable word ends in "e", a preceeding vowel will usually be

____________________ .

EXAMPLE - ____________________

D. When two vowels are together, the first will usually be ________ and the

second will usually be ________ .

EXAMPLE - ____________________

E. A vowel that ends a syllable will usually be ________ .

EXAMPLE - ____________________

POST-TEST ANSWER KEY

LONG AND SHORT VOWELS

1. Short Vowels

    A can apple

    B. red egg better

    C. little is

    D. hot pottery

    E. upon but much us

2. Long Vowels

    A. train make

    B. seem eager beat

    C. write pipe find

    D. hope open

    E. use

3. Generalizations

    A. short

    B. short

    C. long

    D. long silent

    E. long

EXAMPLES WILL VARY

SESSION EVALUATION

LONG AND SHORT VOWELS

		Circle one
1.	Was the information on short vowels easy to understand?	Y/N
2.	Was the information on long vowels easy to understand?	Y/N
3.	Do you feel the information on vowels will be helpful to you?	Y/N
4.	Have you had any previous experience with phonics?	Y/N

5. In which area of phonics instruction do you feel you have the greatest need of assistance?

6. What type of follow-up activity would be most helpful to you?

7. General Comments or Suggestions

Thank You!!

FOLLOW-UP ACTIVITIES

LONG AND SHORT VOWELS

1. Construct a bingo game using words with long and short vowel sounds for each square.

a	e	i	o	u
ā	ĕ	ĭ	ŏ	ū
ā	ĕ	ĭ	ō	ū
ā	ĕ	ī	ō	ŭ
ā	ē	ĭ	ō	ŭ

Give each player a stack of blank squares. As a word with a short or long vowel sound is called, the players are to write the word on the blank square and place it on the card covering the vowel sound it contains.

Example: Red - This word would be written on a blank square and placed on the card covering a square with a short "e". (ĕ)

red

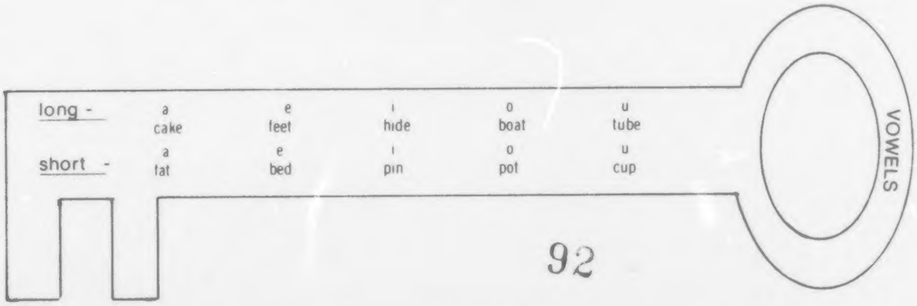
The game of concentration can also be constructed using words with long and short vowel sounds.

2. Make flash cards for the long and short vowel sounds. One side of the card should be a word and the other side the vowel sound heard.

rake

ā

3. Make a VOWEL SOUND KEY CARD to be laminated and kept close at hand to help in the recall of the long and short vowel sounds.



long -	a cake	e feet	i hide	o boat	u tube
short -	a fat	e bed	i pin	o pot	u cup

4. Construct two colorful posters, one for long vowels and one for short vowels, that provide key words and the sound symbols for each vowel. Place these on display in the classroom.

   NOTE: Children remember the vowel sounds better, if they have tangible, concrete objects for key words. (EX.: ate, kite, cake, etc.)

5. Carefully review the basal reader texts in use in the classroom to discover when and how the different vowel sounds are introduced. Also note the symbols used to represent the vowel sounds as they are presented.

FOLLOW-UP OBSERVATION INSTRUMENT

LONG AND SHORT VOWELS

Name ______________________________ Date ______________

KEY: S - Satisfactory N-Needs Improvement

I. PRONUNCIATION

Mark each item by placing "S" or "N" in the blanks for those sounds utilized during the period of observation.

A. Short Vowels		B. Long Vowels	
ă	______	ā	______
ĕ	______	ē	______
ĭ	______	ī	______
ŏ	______	ō	______
ŭ	______	ū	______

Circle the appropriate letter.

C. • Provides effective examples for those sounds taught. S N

II. GENERAL INFORMATION

A. Demonstrates knowledge and understanding of phonic generalizations. S N

B. Effectively communicates phonic generalizations to students at the appropriate time. S N

C. Demonstrates the ability to perceive readiness of students to utilize phonics instruction. S N

D. Utilizes creative learning activities in an effective manner. S N

E. Demonstrates a belief in a philosophy that promotes the teaching of phonics as an integrated part of the total reading program. S N

COMMENTS:

____

____

____

____

Date ______________ Observer's Signature ______________________

TEN SUGGESTIONS FOR SUPERVISORY PERSONNEL

1. Encourage both teachers and assistant teachers to note when children are becoming frustrated in their study of phonics and to adjust instruction in response to readiness to lear. Phonics should always be taught in a non-threatening manner.

2. Familiarize teachers and assistants with evaluation instruments such as the **Wepman Auditory Discrimination Test** and the **Detroit Tests of Reading Aptitude.** Their use can be beneficial in determining children's readiness for phonics and/or what phonics abilities have already been acquired.

3. Videotape assistant teachers giving phonics instruction and have them critique the results. Look for specific areas of need and decide on ways to assist in those areas.

4. Provide teachers and assistant teachers with resource books that contain ideas for easily-made games for teaching long and short vowels, as well as other phonic concepts. Learning games prove very beneficial in the teaching of phonics.

5. Conduct in-service sessions for teachers and assistants on alternative teaching strategies such as the Language Experience approach and the VAKT (visual-auditory-kinesthetic-tactile) method. Both of these approaches allow for the teaching of phonics within them.

6. Avoid attaching separate grades to phonics instruction. Instead, treat phonics as a part of the total reading program, rather than as a separate subject.

7. Check to see that assistant teachers are stressing sounds as they appear in words and the blending of these sounds to make words, rather than emphasizine sounds in isolation.

8. Encourage all instructional personnel to praise frequently and in a variety of ways. (Ex. verbal praise, stickers, awards, and progress charts)

9. Be alert for situations in which phonics is over-emphasized, while other areas of word recognition such as structural analysis and context clues are neglected. Good readers need a variety of skills.

10. Because the assistant teacher will learn from the cooperating teacher, it is important to place assistant teachers who seem to have some difficulty with phonics in teams with those teachers who have a strong grasp of both the philosophy and methodology of teaching phonics. Pairing teachers who are weak in this area with assistants who are very capable of dealing with phonics instruction will also be beneficial to the reading program.

REFERENCES

Anna D. Cordts, Phonics For the Reading Teacher (New York: Holt, Rinehart, and Winston, 1965), pp. 138-169.

Robert Karlin, Teaching Elementary Reading (New York: Harcourt Brace Jovanovich, Inc., 1975), pp. 182-193.

Grace A. Ranson, Preparing to Teach Reading (Boston: Little, Brown, and Co., 1978), pp. 257-265.

BIBLIOGRAPHY

Cramer, Ward and Suzanne Dorsey. Games for Teaching Reading. Portland, Maine: J. Weston Walch, 1976.

Forgan, Harry W. The Reading Corner. Santa Monica: Goodyear Publishing Co., 1977.

Fry, Edward. The Emergency Reading Teacher's Manual. Highland Park, New Jersey: Dreier Educational Systems, 1974.

Heilman, Arthur W. Discovering Phonics We Use. Chicago: Rand-McNally, 1977.

Higley, Joan. Activities Deskbook for Teaching Reading Skills. West Nyack, New York: Parker Publishing Co., 1979.

Miller, Wilma H. Reading Correction Kit. New York: Center for Applied Research in Education, 1975.

Mississippi Materials and Resource Center for Migrant Education. Color Your Classroom. Gulfport, Mississippi: ECIA, Chapter 1, 1982.

Wilson, Robert M. and MaryAnne Hall. Programmed Word Attack for Teachers. Columbus: Charles E. Merrill Publishing Co., 1974.

97

Instructional Techniques For Teaching Vowel Sounds To Primary Students

Module IV

DEVELOPED BY:

Mrs. Jane Woodward
Clinton Park Elementary School

TABLE OF CONTENTS

Page

Overview 1

Concepts to be Developed 2

Preview Questions 3

Follow-up Questions 3

Introduction to Vowel Sound Instruction 4

Developing Classroom Games For Instructional Utilization 6

Follow-up Activities 11

Teacher Observation Check List 12

Student Observation Check List 13

Bibliography 14

OVERVIEW

The following information will assist persons in developing techniques to aid in the instruction of vowel sounds. The intent of the State Department of Education is to provide resource material which would enable a school or school district to provide a forty minute inservice program on this topic. Enclosed you will find several handouts which may be duplicated for dissemination as well as observation lists, preview questions, follow-up questions and follow-up activities for the inservice session and for classroom use. Information found in this section would be very helpful in conducting inservice on this topic. In preparing for this session, review all the material provided. Any information found in this section that would be useful for teachers and/or assistants may be duplicated for use in the inservice session.

CONCEPTS TO BE DEVELOPED

1. (a) Each student must be able to recognize vowels, and know their letter names.

   (b) The student must learn how the vowel sound changes under various circumstances; that is, with different positions of the vowel, or vowels.

2. Teachers and assistant teachers will be able to determine the different techniques needed for use with each student, as he learns the student before he can teach him.

3. It is readily understood that many and varied activities will be necessary in order to help the student master vowel concept.

PREVIEW QUESTIONS

1. How does the child learn to recognize and use the vowel sounds?

2. How are some ways that teachers can help assistant teachers recognize each child's individual difficulties with vowels?

FOLLOW-UP QUESTIONS

1. Has individualized instruction in the classroom, under the supervision of the teacher and assistant teacher, been instrumental in helping the individual child master the use of the vowel?

2. How can the teacher and assistant teacher work together to improve instruction for each individual child?

This handout is designed to be used in conducting inservice training with teachers and/or assistant teacher teams.

INTRODUCTION TO VOWEL SOUND INSTRUCTION

It must be remembered that an important requirement for reading is that a child must have a certain level of feeling and sensitivity in order to be taught properly. In fact, until maturity has been reached in this area, training will have little effect. It is necessary, then, in the very beginning, to note the maturity of the individual child and begin exactly where he is, realizing that some children at this level may not be able to perform, even with individualized instruction.

Noting that the child has had contact with the vowel sound previously, is not enough. The child will be introduced to the actual pictures and sounds. Their names and pictures go together. How does the child learn to recognize and use the vowel sounds?

The first step in use of the vowels is obviously the ability to recognize a, e, i, o, and u, as being the letters that represent vowels. As that recognition is being mastered, the child should also learn that when these letters make the same sound as their names, they are called long vowels. Individual sounds for the short vowels are then taught to the child.

A basic generalization that a child needs to make about vowels in reading is that they have a variety of sounds, or pronunciations, outside of certain exceptions (which must be memorized), there are patterns of pronunciations and spellings that are of great help.

There are some rules that will help a few children. Rather than ask them to remember these rules, it is wiser to place them for reference somewhere in the room. Of course, this is after they have been made meaningful.

RULE 1 If you do not know what sound to give to a vowel, try first the short sound. If you do not get a word that makes sense, try the long sound of the vowel.

RULE 2 When a word has only two vowels and one of them is E at the end of the word, the first vowel is usually long. This is the old "silent e" rule.

RULE 3 When a word has only one vowel and it is the last letter in the word, the vowel is usually long. Such a rule would only help with the little words such as me, be, go, no, so, but there are also to, ha, ma, and so forth.

Many combinations of two vowels are used to represent vowel sounds. Teachers often use a rule, "When two vowels go a-walking, the first one does the talking." This is to help the child use a long E sound in words like meat and bead. However, this generalization can lead to mispronunciation of many words. A better warning might be, "When two vowels go a-walking, there's danger a-stalking." [1]

The danger is that the two vowels are blended together in a diphthong or that two vowels may form a digraph in which one vowel sound is made. The last vowel rather than the first may be the sound made. Vowel combinations which form diphthongs are oi as in boil, oy as in boy, ou as in mouse, ow as in crowd. Two vowels together which make a digraph may have the sound of the first or the second vowel. Ai as mail and aisle, ea as in beam and steak, ie as in pie or believe, ui as in suit or guide. The digraph may not present the long sound of either vowel as head, foot, canoe, would and could. [2]

Besides the examples given on the previous page all dictionaries, and even reading glossaries, have key words, or pronunciation symbols, to explain how all vowels are pronounced in given words.

Other suggestions in the teaching of vowels sounds are:

1. When introducing the long and short sounds of vowels, write the word fin on the blackboard, and ask the children to tell you the word. Then add an E and ask the children to tell you the word. Do this with several words until the children notice a final E, although silent, makes the long I sound. Divide the class into two groups. One group looks in books for words with short vowels. The other group finds words where the final E makes the other vowel long.

2. Play a detective game to find the silent letters. Prepare a list of words from reading or spelling lessons. The children circle the letters that are silent: before, coat, high, blue, leaves.

3. List several words on the blackboard. The children rewrite them substituting another vowel for the one given; went, want; wash, wish, dish, dash, and so forth.

4. Give the group a duplicated list of words. They add another vowel to make a new word; mad, made, maid; led, lead; din, dine.

5. Everyone numbers his paper. The teacher says, "I am going to say some words that have either a long or a short sound of A in them. When I say the word, write S on your paper beside the number of the word if the A has a short sound. Write an L if the word has a long A sound in it." Be sure that the words are short and, of course, familiar.

6. Eight words (bow, brow, cow, how, now, plow, sow, and allow) are the only words primary children need with ow sound. They meet these words in which ow has the sound of long o - blow, crow, flow, glow, grow, know, low, mow, row show, slow, snow, throw, tow, sow, and below. Once their meaning is clearly understood, have several activities to provide further study.

7. Make separate flash cards for practice on phonic irregularities. Have a bulletin board with pictures and words that have unexpected sounds. Let children pair off and show the cards to each other. Avoid words with many irregularities.

8. Present ar, er, ir, and ur separately, rather than treating the vowels alone. Use groups of words such as sir, were, and blur to show that ir, ur, and er have the same sound. Point out that with ar, the r usually says its own name.[3]

As indicated from the suggestions listed above, vowel sounds can be taught in a variety of ways. The choice teachers must make is one based upon the maturity of the child, classroom resources, strength of the teaching team, and personal commitment.

---

[1] Paul Anderson, Language Skills In The Elementary Education, MacMillian Company, New York, 1964, pp. 145-147.

---

[2] Ibid.

---

[3] Paul Anderson, Language Skills In The Elementary Education, MacMillan Company, New York, 1964, pp. 147-148.

This handout is designed to be used in conducting inservice training with teachers and assistant teacher teams.

DEVELOPING CLASSROOM GAMES FOR INSTRUCTIONAL UTILIZATION

The following games may be used for extra helps in the teaching of vowel sounds:

LONG OR SHORT?

Materials:

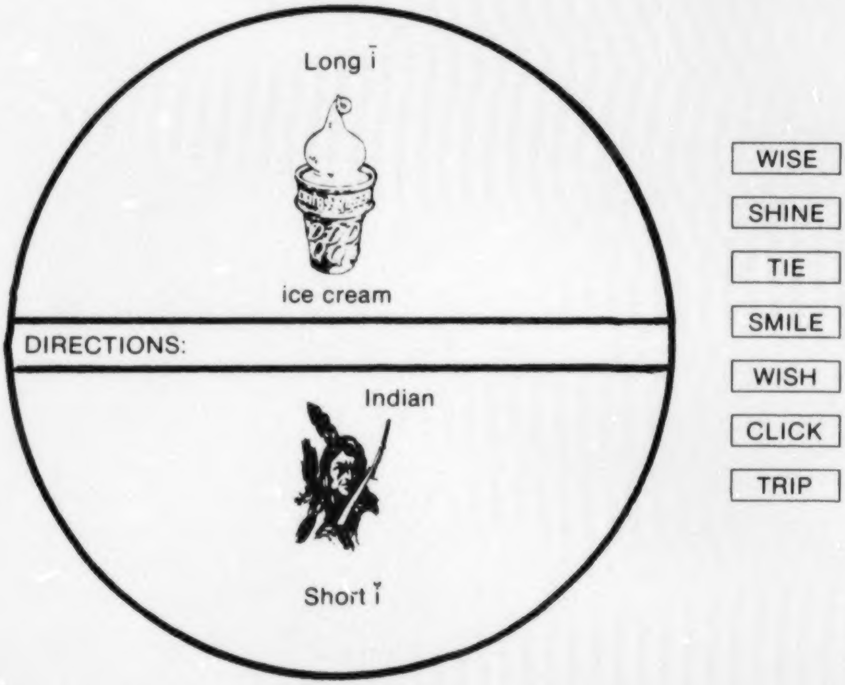
One pizza board
One long i picture
One short i picture
Wooden clothespins
Covered container to hold pins
Felt marking pens, one thin line, one thick line
Clear Contac (optional)

Directions:

Mark the wheel as illustrated. Glue the long i picture on one half, the short i on the other. Write directions in the center and cover with Contac for durability. Write a long or short i word on each clothespin and store in the container. Display wheel and pins.

Student Activities:

The children should read each word and clip it to the side of the wheel that has the corresponding vowel sound. They should ask a friend to check their responses when finished.[4]



---

[4] Educational Insights, Inc., Reading Centers, Carson, California, 1975, Cards, v-8, v-9, v-20

This handout is designed to be used in conducting inservice training with teachers and assistant teacher teams.

GAME

WORD FOOLERS

Materials:

Chart paper or mural paper
Dictionary
Felt marking pens

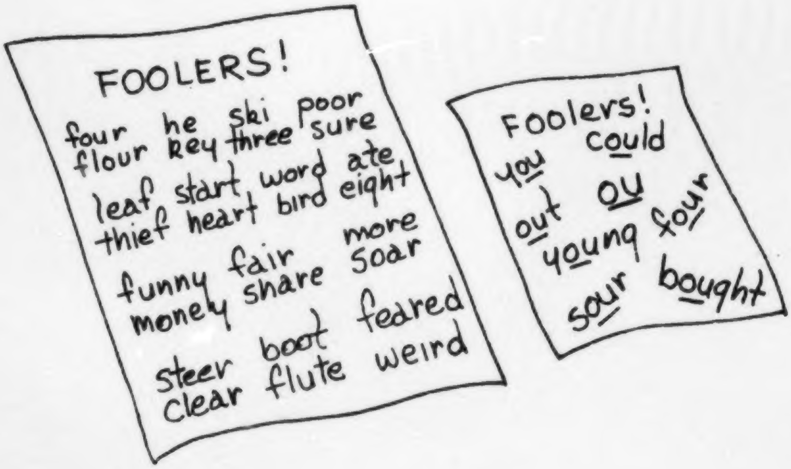
Directions:

Display a large sheet of chart or mural paper. Label as illustrated and add a few examples of word foolers. Introduce the activity.

Student Activities:

Ask children to make a list of word foolers, such as the following:

Words that have the same vowel sound, but different spelling: fair, share, tear.
Vowel combinations that have more than one pronunciation: you, could our, young, bought, soup.
Words that have unusual pronunciations: enough, through, bough.
Words that are vowel rule exceptions: bold, weigh, bread, chief, view. [5]


FOOLERS!
four he ski poor
flour key three sure
leaf start word ate
thief heart bird eight
funny fair more
money share soar
steer boot feared
clear flute weird
Foolers!
you could
out ou
young four
sour bought

---

[5] Educational Insights, Inc., Reading Centers, Carson, California, 1975, Cards, v-8, v-9, v-20.

This handout is designed to be used in conducting inservice training with teachers and assistant teacher teams.

GAME

WORD MAGIC

Materials:

3" x 12" tagboard
Felt marking pens
Hat

Directions:

Make "magic e" word cards as illustrated. Place the cards inside the hat. Tape student directions to the hat.

Student Activities:

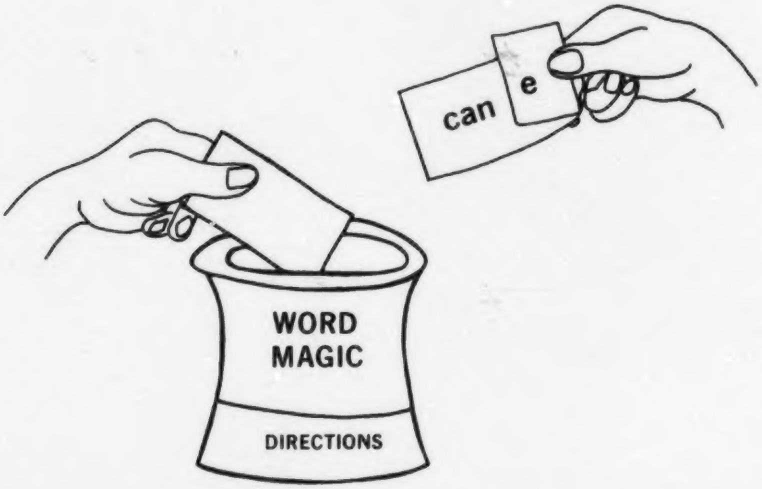
Find a friend and take turns drawing a word card from the hat. Read the word above and then fold over the "magic e" and read the new words. Use each word correctly in a sentence. Keep the card, if all of the responses are correct. The player with the most cards at the end of the game is the winner. [6]

STARTER LIST

at - ate
can - cane
cap - cape
mad - made

bit - bite
dim - dime
fin - fine
rip - ripe

hop - hope
not - note
rob - robe
cut - cute



---

[6] Educational Insights, Inc., Reading Centers, Carson, California, 1975, Cards, v-8, v-9, v-20.

This handout is designed to be used in conducting inservice training with teachers and assistant teacher teams.

VOWEL PATTERNS

The following is a starter list for help in the teaching of vowel patterns:

VOWEL A PATTERNS

a	am, bad, as, camp, can, dash, had, pan
aw	caw, claw, jaw, lawn, raw, straw, yawn, law
au	auto, because, cause, haul, sauce, taught, haunt
al	walk, talk, chalk, stalk, balk
all	all, ball, call, fall, hall, tall, wall, stall
ā-e	ape, bake, base, grape, crate, drape, lace, shape
ai	aid, aim, braid, brain, claim, fail, gain, maid
ay	bay, clay, day, gay, lay, may, pay, play
ar	arm, art, car, farm, hard, jar, part, sharp

VOWEL E PATTERNS

ei(ā)	eight, freight, reign, weigh
ew	blew, crew, dew, few, mew
e	bed, beg, belt, bet, best, cent, elf
ĕa	ahead, bread, dead, head, lead, read
er	camper, father, germ, her, mother, sister, worker
ee	bee, beef, cheek, feed, free, green, keep, meet
ēa	each, eat, east, dream, meat, heat, seat
ey	key, donkey, monkey, turkey, money
ēi	ceiling, either, receive [1]

---

[1] Educational Insights, Inc., Reading Centers, Carson, California, 1975, Cards, v-26-v-30.

VOWEL I PATTERNS

i	bike, mile, side, ride, ripe, like
ī-e	die, lie, pie, tie, tied
igh	bright, fight, might, sigh, sight
ie(ē)	babies, belief, believe, brief, chief, thief
ir	bird, birthday, dirt, fir, first, girl
i	big, bit, fin, fish, king, ship, stick, zip

VOWEL O PATTERNS

o	old, gold, sold
oe	doe, foe, goes, hoe
oa	boat, coach, soap
o	block, box, chop, cop, fog
or	corn, for, horn, more, or, short
oi	boil, coin, join
ou	cloud, found, ground
ow	bow, brown, cow, down
o͞o	boot, boom, cool, food
o͝o	book, cook, foot, look

VOWEL U PATTERNS

u	blush, drug, duck, dug
u	cube, cute, dune, fuse, mule
ue	blue, glue, clue
ew	dew, few, new, mew
ur	burn, church, curl, fur [2]

---

[2] Educational Insights, Inc., Reading Centers, Carson, California, 1975, Cards, v-26-v-30.

VOWEL SOUND INSTRUCTION

Follow-Up Activities

1. Construct classroom games from information given on the pages of this section, or construct games from other outside resources.

2. Develop activities to encourage pupils to master the individual vowel sounds and the rules. Sources may include ideas and activities from teacher's guides, or manuals.

3. Develop a more complete list of vowel patterns from the starter lists provided in this section.

4. Utilize the handouts and resource material in this section through inservice sessions.

111

(For use by the elementary or reading supervisor)

TEACHER OBSERVATION CHECK LIST

	YES	NO
1. Sets the stage for a situation conductive to learning		
2. Has on hand an abundance of materials to be used for drill		
3. Explains carefully the rules to be learned for the day		
4. Uses blackboard, posters, pictures, or whatever audio-visual material is available, in order for the students to see as well as hear her explanations		
5. Gives ample time for questions and repetition of explanations and examples		
6. Allows time for "feed-back" from students		
7. Sets up a drill time		
8. Uses workbooks, "ditto sheets," blackboard competition, etc. to get the students involved in putting into practice what has been taught		
9. Checks to see if understood. If so, more "fun things" and advanced work may be done		
10. If not, the whole process is repeated with the students who feel a need for a better understanding		

(For use by the teacher)

STUDENT OBSERVATION CHECK LIST

	YES	NO
1. Knows vowels		
2. Knows their names as the long sounds		
3. Understands that a vowel followed by a consonant and a silent e has the long sound		
4. Understands that a vowel followed by a consonant only has the short sound		
5. When given a group of words, is able to mark the vowels (long, ate, or short, at), independently		
6. Learns what digraphs are		
7. Learns that usually the digraph has the sound of the first letter, which is long		
8. Learns that there are exceptions to the rules, and they have to be memorized		
9. Finds out that certain letters like r, ll, etc. may change the sound of the preceding vowel from that of a simple short sound; far, fall, her		
10. Always keeps in mind there may be exceptions to the rules that must be memorized		
11. Recognizes and knows the sounds of oi and ou - oil and pound		
12. Apt in sounding out words for dividing into syllables, pronunciation, spelling, and becoming better readers		

BIBLIOGRAPHY

Betts, Emmett Albert. "Phonics: Three Word Patterns and How to Use Them." The Reading Teacher 27 (May 1974): 825-27.

Burmeister, Lou E. Foundations and Strategies for Teaching Children to Read. Reading, MA: Addison-Wesley Publishing Co., Inc. 1983. Chap. 6

Bush, Clifford L. and Mildred H. Huehner. Strategies for Reading in the Elementary School. 2nd ed. New York: Macmillan Publishing Co., 1979. Chap. 4.

Cunningham, James W. "An Automatic Plot for Decoding." The Reading Teacher 32 (January 1979) : 420-24.

Dawson, Mildred A. Teaching Word Recognition Skills. Newark, DE: International Reading Association, 1971.

Durkin, Delores. "Phonics Instruction That Needs to Be Improved." The Reading Teacher 28 (November 1974): 152-56.

Durkin, Delores. Strategies for Identifying Words. Boston: Allyn and Bacon, Inc., 1976.

Duffy, Gerald G. and George B. Sherman, Systematic Reading Instruction, Harper & Row Publishers, Inc., 1972. Chap. 4.

Frenzel, Norman J. "Children Need a Multipronged Attack in Word Recognition." The Reading Teacher 31 (March 1978): 627-31.

Harris, Albert J., and Milton D. Jacabson "Basic Vocabulary for Beginning Reading." The Reading Teacher 26 (January 1973): 392-95.

Heilman, Arthur W. Phonics in Proper Perspective, 2nd ed. Columbus, OH: Charles E. Merrill Publishing Co., 1973.

Principles and Practices of Teaching Reading, 4th ed. Columbus, OH: Charles E. Merrill Publishing Co., 1977. Chap. 7 & 8.

Mazurkiewicz, Albert J. Teaching About Phonics. New York: St. Martin's Press, Inc., 1976.

Office of Planning and Evaluation. The Mississippi Catalog of Competencies for Public Elementary and Secondary Reading. Jackson: Mississippi State Department of Education, 1975.

Otto, Wayne Robert Rude, and Dixie Lee Spiegel. How To Teach Reading. Reading, MA: Addison-Wesley Publishing Co., Inc., 1979. Chap. 6

Robinson, H. Alan and Sidney J. Rauch. Guiding the Reading Program: A Reading Consultant's Handbook. Chicago: Science Research Associates, Inc., 1965. Chap. 5.

Rubin, Dorothy. Teaching Elementary Language Arts. Atlanta: Holt, Rinehart and Winston, 1975. Chap. 11.

Stoodt, Barbara D. Reading Instruction. Boston: Houghton Mifflin Co., 1981. Chap. 5.

Wagner, Guy and Max Hosier. Reading Games. Darien, CT: Teachers Publishing Corporation, 1960.

Williamson, Leon. "Teach Concepts, Not Words." Paper read at the Annual Meeting of Western College Reading Association, Oakland, CA: 1974. ERIC No. ED092 925.

114

BIBLIOGRAPHY

Anderson, Paul. Language Skills in the Elementary Education. New York: MacMillan Company, 1964.

Educational Insights, Inc. California: Carson, 1975.

Carson, Joan. Reading Centers, California Reading Insights, 1975.

Instructional Techniques and Reinforcement Methods Relating To Consonant Blends

Module V

CONSULTANT:

Mattie R. Boclair, Ed. D., Assistant Professor
Elementary Education, Mississippi Valley State University
Itta Bena, Mississippi

TABLE OF CONTENTS

Page

Overview 1

Conducting Inservice Training 2

Vocabulary 3

Concepts to be Developed 4

Preview Questions 5

Follow-up Questions 5

Answers to Preview Questions 6

Teaching Phonics - Consonant Blends 7

Games and Activities for Teaching Consonant Blends 8

The Sequence for Teaching Consonant Blends 11

Appendices 12

- A. Task Analysis - Prerequisite Skills 12
- B. Consonant Blends - Tips To Organize The Reading Program 14
- C. Sample Lesson Plan for Teaching Consonant Blends 16
- D. Intervention Strategies for Elementary and/or Secondary Supervisors 18

OVERVIEW

The assistant teacher can play a very important role in the teaching of word analysis. As the teacher and assistant teacher identify the skill to be taught, the assistant can develop activities to be conducted with those children who need additional reinforcement.

Some students will need a greater amount of practice and application than others. Some students will benefit from visual, others from auditory discrimination. Assistant teachers can determine each student's need and adjust materials and activities to achieve maximum learning. If only one or two children need furthe practice, the teacher may continue the lesson with the group and the assistant teacher can provide individual reinforcement for those students who need it. The extent that the teacher and assistant teacher meet the needs of students will be determined in part by the skillful use of basals, manuals, workbooks, cassettes, films, charts, manipulative materials, commercial and teacher-made materials and art media. This suggests that the teacher and the assistant teacher plan, conduct and evaluate each step of every lesson. The evaluation of lessons should be a continuous process based on goals and objectives of the reading program. The teacher and assistant teacher must, after teaching a concept, make provisions for the student to practice, apply, and maintain skills.

CONDUCTING INSERVICE TRAINING

The following information will assist persons in presenting inservice training on teaching and reinforcing consonant blends. The intent of the State Department of Education is to provide resource material which would enable a school or school district to provide a fifty or sixty minute inservice program on this topic.

Enclosed are several handouts which may be duplicated for dissemination as well as preview questions, follow-up questions and follow-up activities for the inservice session and classroom use. Information found in appendices of this manual would be very helpful in planning, conducting and evaluating inservice on this topic. In preparing for this session, review appendices A-C of the module, handout material and **The Mississippi Catalog of Competencies for Public Elementary and Secondary Reading,** September 1975, Level I (Grade One) 2.5.2.2 and Level II (Grade Three) 2.5.2 Careful study should determine the scope and sequence of presentation in a given school. Any information found to be useful to teachers and or assistants may be duplicated for use in the inservice sessions.

To best utilize this module, the inservice leader should introduce and summarize concepts with those in attendance.

Suggestions for conducting a workshop for teachers and assistant teachers are listed below.

1. Organize a program with teacher and assistant teacher participation rather than present a lecture.
2. Relate techniques to every day teaching by using regular school materials.
3. Incorporate audio-visual techniques at every opportunity.
4. Provide time for teachers and assistant teachers to construct an activity or game for immediate class use.
5. Provide for teacher and assistant teacher evaluation of the sessions.

---

[1] H. Alan Robinson and Sidney J. Rauch, Guiding the Reading Program; A Reading Consultant's Handbook, Science Research Associates, Inc., Chicago, IL, 1965, p. 50.

VOCABULARY

The following defined vocabulary words may be helpful to the inservice participants as they complete the exercises and discuss information contained in this module.

Phonetics is the study and classification of speech sounds.

Phonics is the method of teaching children to read and pronounce words by learning the phonetic value of letters and letter groups.

A **phoneme** is the smallest unit of sound that is associated with speech.

A **grapheme** is a letter that is associated with a writing system.

A **phoneme - grapheme** correspondence refers to a letter sounded.[1]

---

[1] Barbara D. Stoodt, Reading Instruction, Houghton Mifflin Co., Boston, MA, 1981, p. 141.

CONCEPTS TO BE DEVELOPED

The concepts to be developed in this module are:

1. Consonant blends, also called consonant clusters, are two or three consonants that appear together but retain the same sound as when they occur as blends. Some blends occur at the beginning of words, while others occur at the end. The following are examples of initial and final consonant blends:

Examples of initial blends:

blue

flag

splash

Examples of final blends:

gold

jump

link

2. The learner must see the letter combination involved.

3. The learner must understand that in every case the letters combine into a blend sound.

4. The learner must be able to discriminate between the blend sound and the sound of individual letters, i.e., "say", "low", "slow".

5. Teachers and assistant teachers should provide meaningful opportunities for students to use consonant blends in language usage and vocabulary building situations.

PREVIEW QUESTIONS

1. With what is phonics instruction concerned?
2. What is the difference between phonics and phonetics?
3. What are consonant blends?
4. What are some ways the teacher and the assistant teacher can teach and reinforce consonant blends?
5. What are some prerequisites for phonics instruction?

FOLLOW-UP QUESTIONS

1. Has skill in recognizing consonant blends increased with the presence of the assistant teacher on the team? If so, how was this accomplished?
2. Have the teacher and the assistant teacher planned for maintenance and extension of consonant blends?
3. Have the teacher and the assistant teacher reviewed their teaching strand as outlined in their AIM Plan for Grades One and Two?

ANSWERS TO PREVIEW QUESTIONS

1. Phonics instruction is concerned with teaching lettersound relationships as they impact on learning to read.

2. Phonetics is the scientific study of the sound system of language. Phonetics is a science, the teaching of reading is not. Phonics is the method of teaching children to read and pronounce words by learning the phonetic value of letters and letter groups.

3. Consonant blends consist of two or more letters which are blended when pronouncing the word.

4. A suggested model is included in this manual as well as activities for teaching consonant blends.

5. Some prerequisites are auditory discrimination, visual discrimination, blending skills, synthesis skills, and sight words.

- This handout is designed to be used in conducting inservice training with teacher/assistant teacher teams.

TEACHING PHONICS-CONSONANT BLENDS

The English alphabet contains twenty-six letters which represent approximatley forty-four speech sounds. The difficulty of learning to read English is compounded by the fact that many letters and letter combinations represent a number of different sounds. Despite this lack of consistency in written English, a person learning to read must associate printed letter - symbols with characteristic speech sounds. The teaching of letter - sounds is referred to as "phonics instruction". [1] The teaching of consonant blends is one concept in the spiral teaching of phonics and other word analysis skills.

Phonics is taught in all grades of the elementary school. The abilities that children must display to be efficient in phonics are: (1) to hear and identify consonant sounds, vowel sounds, (auditory discrimination); (2) to associate the consonant and vowel sounds with the letters of the alphabet; (3) to use visual clues (visual discrimination); (4) to blend consonant and vowel sounds into syllables and then into meaningful words (synthesis). [2] Because these steps are prerequisites, one of the best approaches to the teaching of phonics is to evaluate students' sight word knowledge. The typical program begins in Grades One and Two with the following suggested sequence:

1. Initial consonant letter sounds
2. Initial consonant blends or clusters (two letters, bl, st, pl, sl, etc.)
3. Initial digraphs (ch, wh, sh, th, etc.)
4. Final consonants, blends, digraphs

This listing does not imply that all of the above are taught in Grades I and II. It is offered to teachers and assistant teachers as a guide of grade level expectations of students. Teachers and assistant teachers must make instructional decisions based on student needs, objectives, availability of resources, strengths and creativeness of the team.

---

[1] Arthur W. Heilman, Phonics in Proper Perspective, Charles E. Merrill Publishing Co., Columbus, Ohio, 1976, p.7

[2] Clifford L. Bush and Mildred H. Huebner, Strategies for Reading in the Elementary School. The Macmillan Co., Collier Macmillan Limited, London, England, 1970, p. 63.

This handout is designed to be used in conducting inservice training with teacher/assistant teacher teams.

GAMES AND ACTIVITIES FOR TEACHING CONSONANT BLENDS

Researchers found that an eclectic approach to teaching word recognition skills was more effective than a single approach, and that no single method was better than any other for teaching beginning reading. Word recognition skills have been presented in many ways in commercially prepared reading materials. With the presence of the assistant teacher in the elementary grades, instruction can be based on the needs and learning styles of students.

Rubin suggests the following technique for introduction of the concept of consonant blends:

1. The children must be able to recognize, sound, and substitute initial consonants in words.
2. Give the children a list of sight words that have blends such as spin, snow, play, stop. Ask them to say the words; and then tell what sounds they hear at the beginning of the words.
3. They should be asked to say a list of words such as go, get, me, and mother; and then be asked the difference between the two groups of words. The children should be able to discern that in the first group they were able to hear two consonant sounds rather than one.
4. The teacher should then give the children exercises on consonant blends.[1]

For practice and reinforcement, the assistant teacher could use activities similar to the following:

* The children are given a marker and a list of words such as:

blue
bell
blow
chair
tree
snail
sail
say
snow
show
flew
few
fur
fast
fly

Ask the children to circle only the words she/he pronounces - such as blue, blow, snail, snow, flew and fly. this exercise can also be used to see how well students listen, follow directions, and recognize blends.[2] Finally, it could be used for auditory and visual discrimination.

CONSTRUCT BINGO GAMES. The game is played using consonant blends to Bingo. You would include initial consonants and other sight words on the boards.

PRINT AND SOUND

1. "Make a blend word"
   a. Prepare two columns of words, the second of which contains a space for adding a letter that will make a new word (in all cases a blend word).
   b. Children pronounce the word in the first column.
   c. Then add the letter indicated to each word in second column.
   d. Pronounce the new "blend word".

---

[1] Dorothy Rubin, Teaching Elementary Language Arts, Holt, Rinehart and Winston, Atlanta, GA, 1975, p. 160.

---

[2] Ibid

Directions: Place the letter S in each bland space.
Pronounce the new word.

top _____top
lid _____lid
pot _____pot
nap _____nap
tar _____tar

mile _____mile
wing _____wing
lick _____lick
nail _____nail
well _____well

Variation: Add the letter B

rain _____rain
ring _____ring
rake _____rake
rush _____rush
room _____room

Add the letter C

rack _____rack
rib _____rib
row _____row
lay _____lay
lock _____lock

Other examples:
Add P: lay, lace, lane, late, ray, rice, ride, roof.
Add T: rain, rip, rap, rack, rail, rim
Add G: ray, rain, love, lad, rate, rip.

2. "Add a Blend"
Similar to previous exercise, here the pupil writes the two letters which represent the initial blended sounds.

Directions: Write the letters that are shown above the blank spaces. Then pronounce the words you have made.

br	*sp*	*cl*	*sw*
____ ain	_____eak	____ ean	_____im
____ ake	_____oon	____ oth	_____eet
____ an	_____ace	____ ay	_____an
____ own	_____in	____ imb	_____ell
____ ush	_____ell	____ ock	_____ing

3. "Change a Blend"
Use word endings that will make different words when different blends are added.

Directions: In each blank space write the blend shown on the left. Then pronounce each word.

(br) ______own
(cr) ______own
(dr) ______own
(fr) ______own
(gr) ______own

(sp) ______ill
(st) ______ill
(sk) ______ill
(dr) ______ill
(gr) ______ill

(sk) ______ate
(pl) ______ate
(st) ______ate
(cr) ______ate
(sl) ______ate

---

[3] Arthur W. Heilman, Phonics in Proper Perspective, Charles E. Merrill, Columbus, Ohio, pp. 43-44.

The teacher and assistant teacher could extend concept development by using consonant blends in meaningful context.

Some suggestions are:

- Use the concept in sentences.
- Use the concept in language experience stories.
- Use the basal and other reading materials in the classroom.
- Use the newspaper.
- Have students find pictures.

Numerous opportunities for building concepts and vocabulary should be provided. To build concepts, experiences - direct and vicarious, should become a part of the instructional program.

This handout is designed to be used in conducting inservice training with teacher/assistant teacher teams.

THE SEQUENCE FOR TEACHING CONSONANT BLENDS

Two and three letter consonant blends may be divided into three major groups on the basis of a common letter.

*Those in which r is the concluding letter (See Column 1).

*Those in which l is the concluding letter (See Column 2).

*Those which begin with the letter s (See Column 3).

Column 1		Column 2		Column 3	
br	scr	bl	spl	sc	str
cr	spr	cl		sk	
dr	str	fl		sm	
fr	thr	gl		sn	
gr		pl		sp	
pr		sl		st	
tr				sw	

The above are arranged in alphabetical order but may be taught in the order of the scope and sequence in the school district. However, the two letter blends are easier to learn and occur more frequently in words met by beginning readers than do three letter blends. Therefore, it is recommended that two letter blends be taught first.

APPENDIX A

Task Analysis - Prerequisite Skills

This handout may be used in conjunction with inservice training of teacher/assistant teacher teams.

TASK ANALYSIS

Prerequisite Skills

* The learner must know letter-sound association for consonants that have one "regular" sound which is generally consistent.

* The learner knows these sounds (phonemes) - they must be able to recognize their printed (grapheme) equivalents.

* The learner must be able to move from the known (consistent consonant sound) to the unknown (consonant blend sound).

* The learner must be able to synthesize and blend.

APPENDIX B

Consonant Blends - Tips To Organize The Reading Program

This handout may be used in conjunction with inservice training of teacher/assistant teacher teams.

CONSONANT BLENDS

Tips to Organize the Reading Program

Use assessment to organize the children into groups.

Use formative tests to evaluate children's progress.

Use diagnostic - prescriptive teaching.

Observe a change in behavior.

Utilize suggestions in this manual.

Provide opportunities to practice skills.

APPENDIX C

Lesson Plan For Teaching Consonant Blends

This handout may be used in conjunction with inservice training of teacher/assistant teacher teams.

SAMPLE LESSON PLAN FOR TEACHING

Consonant Blends

1. Objective: The student should associate the phoneme /br/ with the grapheme br.
2. Materials: A chalkboard
3. Procedure: Write words beginning with br on the chalkboard. The list of words could include bring, bread, brass, brave, brown, and brought.
    - A. The teacher should pronounce each word while the class listens closely to the br sound.
    - B. Underline the br in each word on the chalkboard.
    - C. Have students pronounce the words on their own.
    - D. Ask students to suggest additional words that begin with the /br/ sound.
4. Practice: Help students to construct sentences using words beginning with the phoneme.
5. Evaluation: The assistant teacher could help the students make a list of those words beginning with the /br/ phoneme that they can locate on newspaper pages and in old magazines.

The purpose of this task is to cue the learner to the importance of listening to the beginning and or ending sounds of words and to help him/her distinguish the consonant blend from single consonant sounds. When teaching this skill, be certain that the learner attends to the oral directions and to the beginning sounds of the words.

APPENDIX D

Intervention Strategies for Elementary and/or Secondary Supervisors

This handout is designed for use with principals and/or curriculum supervisors in conjunction with the inservice module presentation.

INTERVENTION STRATEGIES FOR SUPERVISORS

Should it be necessary for the supervisor to intervene, the following suggestions would be helpful:

- Plan and teach a demonstration lesson.
- Encourage teachers and assistant teachers to experiment with new methods and materials.
- Encourage teachers to use a variety of teaching strategies.
- Help teachers and assistant teachers learn about methods and materials that will be useful to them.
- Review current literature and keep teachers and assistant teachers aware of current practices in reading.